**Formal Observation Form**

**Candidate (please print):**

**Completed by (please print):** SOU Supervisor Cooperating Teacher

**School: District: Grade Level: Placement: A B**

**Program:**

**Pre-Observation**

Date:\_\_\_\_\_\_Time:\_\_\_\_\_

**Observation**

Date:\_\_\_\_\_\_Time:\_\_\_\_\_

**Post-Observation**

Date:\_\_\_\_\_\_Time:\_\_\_\_\_

Elementary Education Undergraduate Licensure Program Multiple Subjects MAT

Single Subject MAT: Endorsement Area: SPED: Resource Site-Based

Elementary Secondary

**Reminder: The scale below refers to the competencies and performances of a STUDENT teacher.**

**(1)** **Beginning**: Observes, shows awareness, explores, replicates

**(2)** **Developing**: Demonstrates, practices, experiments, questions, sets goals

**(3) Proficient:** Applies, plans, organizes, engages, presents, facilitates, modifies, assesses, communicates, collaborates, reflects

**(4) Exemplary:** Integrates, refines, connects, differentiates, analyzes, expands at a pre-service level

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| --- | --- | --- |
| **InTASC Standards** | **Evidence/Strengths** | **Goals/ Areas for Growth** |
| **InTASC #1-#3: The Learner and Learning**  **Learner Development**  **Learning Differences**  **Learning Environments**  *Aligned with edTPA rubrics 1-9, 14*  *AND SOU Professional Dispositions Rubric* |  |  |
| \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3----------------------------4->**  Not Observed Beginning Developing Proficient Exemplary | | |
| **InTASC #4-#5: Content**  **Content Knowledge**  **Application of Content**  *Aligned with edTPA rubrics 1-4, 7-9, 14* |  |  |
| \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3----------------------------4->**  Not Observed Beginning Developing Proficient Exemplary | | |
| **InTASC #6-8: Instructional Practice:**  **Assessment**  **Planning for Instruction**  **Instructional Strategies**  *Aligned with edTPA rubrics 1-9, 15* |  |  |
| \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3----------------------------4->**  Not Observed Beginning Developing Proficient Exemplary | | |
| **InTasc #9-10: Professional Responsibility:**  **Professional Learning and Ethical Practice**  **Leadership and Collaboration**  *Aligned with edTPA rubrics 10, 15*  *AND SOU Professional Dispositions Rubric* |  |  |
| \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3----------------------------4->**  Not Observed Beginning Developing Proficient Exemplary | | |

**Satisfactory Progress Plan for Improvement (see attached plan)**

*Candidate Signature Date Cooperating Teacher/SOU Supervisor Signature Date***Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

THE LEARNER AND LEARNING

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

CONTENT

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Professional Dispositions**

PROFESSIONAL AND ETHICAL CONDUCT

Listens attentively and receptively to feedback. Responds to feedback by making suggested changes and is process/solution oriented. Models integrity and ethical, collegial conduct. Well-groomed and dresses professionally and appropriately.

INDIVIDUAL AND CULTURAL SENSITIVITY

Respects and values diversity; appreciates and is open to other’s perspectives; models cultural sensitivity. Resolves disputes with compassion, empathy and patience.

WORK HABITS

Consistently reliable, punctual, and follows through on commitments; exhibits organization and time management skills

EFFECTIVE AND PROFESSIONAL COMMUNICATION

Communicates clearly in an open and respectful manner; asks questions and seeks information appropriately; carefully considers the communication context and makes appropriate adjustments. Written communication is professional.

SELF-REFLECTION

Reflects on own cognitive, psychological, social/emotional, and professional characteristics; cognizant of how these characteristics impact others; takes initiative for personal and professional growth.

Collaboration/Leadership

Participates in collaborative efforts; participates in problem solving; shares responsibilities and is flexible in performing various roles.