NEBRASKA DEPARTMENT OF EDUCATION

Observation Form (Formative Assessment)

	(+) Observed with defined evidence	(/) Observed with ideas for growth	(-) Not observed or evident	(N/A) Not applicable to the lesson
Teacher Candidate: **School:** **Grade/Topic:** **Observation #:** **Date:** **Supervisor:**				
The Learner and Learning				
Standard 1 **Learner Development (Student Needs)**				
1. Connects lessons to students' interests, personal experiences and prior knowledge by modifying, adapting or adjusting instruction and materials for students				
2. Collects data about student development and effectively uses the data to adjust teaching				
Standard 2 **Learner Differences (Differentiation)**				
3. Implements multiple developmentally appropriate and challenging learning experiences				
4. Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content				
Standard 3 **Learning Environment (Classroom Management)**				
5. Communicates, models, and positively reinforces or redirects clear task and behavioral expectations through verbal and nonverbal signals (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)				
6. Uses strategies for transitions that minimize problems and maximize instructional time				
7. Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment				
Comments on the ***Learner and Learning***				
Content Knowledge				
Standard 4 **Content Knowledge (Accuracy)**				
8. Uses the academic language of the content correctly and creates relevant opportunities for students to practice and apply academic language and practice/demonstrate understanding				
Standard 5 **Application of Content (Critical Thinking)**				
9. Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields)				
10. Uses questioning and activities to engage students to conjecture and discover key ideas				
Standard 5 **Application of Content (Communication)**				
11. Engages students in applying content knowledge and literacy skills to real world contexts by gathering, organizing and evaluating information and ideas from a variety of resources and texts				
12. Creates content appropriate learning opportunities to develop students' communications skills by providing opportunities for students to engage in dialogue, share ideas, and form positive relationships				
Comments on ***Content Knowledge***				
Instructional Practice				
Standard 6 **Assessment (Classroom Assessment)**				
13. Implements multiple assessments that measure lesson objectives and check for student understanding throughout the lesson				
14. Uses assessments to engage student in his/her growth and decision making and implements required accommodations as necessary				

Standard 6 **Assessment (Impact on Student Learning)**				
15. Provides students clear criteria and performance standards by which their work will be evaluated				
16. Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own progress (eg. goal setting, self-assessment, etc.)				
17. Analyzes and uses assessment data to draw conclusions and describe patterns and/or gaps in learning to guide planning and adjust instruction (within and after lessons)				
Standard 7 **Planning for Instruction (Written Lesson Plans)**				
18. Plans and sequences common learning experiences and performance tasks linked to learning objectives aligned with state standards and/or district curriculum				
19. Prepares necessary resources and materials				
20. Modifies/adapts lesson plans based on student performance data and student needs				
Standard 8 **Instructional Strategies (Technology)**				
21. Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective and forms connections between content and the real world				
22. Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information				
Standard 8 **Instructional Strategies (Evidence-Based Strategies)**				
23. Incorporates a variety of evidence-based instructional strategies that match the intended learning objectives				
24. Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)				
25. Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses				
Standard 8 **Instructional Strategies (Engagement)**				
26. Provides content rich tasks that directly involve students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)				
Comments on Instructional Practice				
Professional Responsibility				
Standard 9 **Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)**				
27. Seeks, positively accepts and implements feedback from a variety of sources including students by executing goals for improvement				
Standard 10 **Leadership and Collaboration (Professional Demeanor - Disposition)**				
28. Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice				
29. Contributes to a positive school culture within and beyond the classroom (eg. attends school and community functions and activities)				
30. Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices				
Standard 10 **Leadership and Collaboration (Professional Communication - Dispositions)**				
31. Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing				
32. Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience				
Comments on Professional Responsibility				

Guiding questions to reflect on post observation:
- What was the strongest part of your lesson? Explain.
- What would you change in your lesson? Why?
- How do you know your students learned? What evidence do you have?
- How do you plan to use what you learned about your students today to plan for the next lesson?

Goal(s): *List 1-3 standard areas from above for candidate to focus prior to your next observation*

TC Signature _____   **CT / US Signature** _____