

Lesson Observation Feedback Form

Student Teacher: _____ Supervisor: _____

This form is cumulative, used throughout the semester to show when all standards are met. When the standard is observed and met the supervisor will **date the form** to show that it has been met. Comments are written throughout the semester to help students' progress on any standards that have not been met to date. The minimal level of sufficiency is that all standards are observed and met by the end of the student teaching.

Does Not Meet: The student teacher does not understand the meaning of the standard and does not show evidence of performance associated with the standard.

Partially Meets: The student teacher appears to understand the meaning of the standard and attempts to show evidence of performance associated with the standard. Performance is not consistent and/or the student teacher is not regularly successful.

Meets: The student teacher clearly understands the standard and shows consistent and effective performance of the standard.

DNM	PM	M	Standard #1 Learner Development The teacher understands how students learn 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.
1. Regularly assesses individual and group performance 2. Creates developmentally appropriate instruction 3. Collaborates with families, communities, colleagues and others.			Comments / suggestions:
DNM	PM	M	Standard #2 Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential
1. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs 2. Makes appropriate and timely provisions for individual students with particular learning differences or needs. 3. Designs instruction to build on learners' prior knowledge and experiences 4. Brings multiple perspectives to the discussion of content to include personal, family and community experiences and norms. 5. Incorporates tools of language development into instruction, including making it accessible to ELL 6. Accesses resources and services to meet particular learning differences or needs.			Comments / suggestions:
DNM	PM	M	Standard #3: LEARNING ENVIRONMENTS The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.
1. Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. 2. Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. 3. Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work 4. Manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. 5. Uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments. 6. Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. 7. Promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.			Comments / suggestions:

			8. Intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	
DNM	PM	M	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..	
			<ol style="list-style-type: none"> Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. Engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. Engages students in applying methods of inquiry and standards of evidence used in the discipline. Stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. Recognizes learner misconceptions in a discipline that interfere with learning and, creates experiences to build accurate conceptual understanding. Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners 	Comments / suggestions:
DNM	PM	M	Standard #5: Innovative Applications of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.	
			<ol style="list-style-type: none"> Develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross disciplinary skills Engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes Facilitates learners' in applying content knowledge to real world problems through the lens of interdisciplinary themes. Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. Develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. Engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems and developing original work. Facilitates learners ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems. Develops and implements supports for learner literacy development across content areas. 	Comments / suggestions:
DNM	PM	M	Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth to document learner progress, and to guide the teacher's on-going planning and instruction	
			<ol style="list-style-type: none"> Balances the use of formative and summative assessment as appropriate to support, verify, and document learning. Designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. Works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. Models and structures process that guide learners in examining their own thinking and learning as well as the performance of others. Effectively uses multiple and appropriate types of assessment data to identify each students' learning needs and to develop differentiated learning experiences. Prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. Continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. 	Comments / suggestions:

DNM	PM	M	Standard #7: Planning for Instruction The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
<ol style="list-style-type: none"> 1. Individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. 2. Plans how to achieve student learning goals, choosing appropriate strategies and accommodations, resources and materials to differentiate instruction for individuals and groups of learners. 3. Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. 4. Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. 5. Plans collaboratively with professionals who have specialized expertise (e.g. special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs. 6. Evaluates plans in relation to short-and-long-range goals and systemically adjusts plans to meet each student's learning needs and enhance learning. 			Comments / suggestions:
DNM	PM	M	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 access and appropriately apply information.
<ol style="list-style-type: none"> 1. Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. 2. Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. 3. Collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. 4. Varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. 5. Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. 6. Engages all learners in developing higher order questioning skills and meta-cognitive processes. 7. Engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. 8. Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. 9. Asks questions to stimulate discussion that serves different purposes, (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, stimulating curiosity, and helping learners to question). 			Comments / suggestions:
DNM	PM	M	Standard #9: Reflection and Continuous growth The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
<ol style="list-style-type: none"> 1. Engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. 2. Engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. 3. Independently, and in collaboration with colleagues, the teacher uses a variety of data (e.g., systemic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. 4. Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. 5. Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. 6. Advocates, models, and teaches safe, legal, and ethical use of information and 			Comments / suggestions:

technology including appropriate documentation of sources and respect for others in the use of social media.			
DNM	PM	M	Standard #10: 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.
<ol style="list-style-type: none"> 1. Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. 2. Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. 3. Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. 4. Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. 5. Works with school colleagues to build ongoing connections with community resources to enhance student learning and well being. 6. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. 7. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. 8. Uses and generates meaningful research on education issues and policies. 9. Seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. 10. Takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession. 			Comments / suggestions:
DNM	PM	M	Standard #11: Technology standards for Teachers Effective teachers model and apply the National Educational Technology Standards for Students as they design, implement and assess learning experiences to engage students and improve learning, enrich professional practice, and provide positive models for students, colleagues, and the community.
<ol style="list-style-type: none"> 1. Promote, support and model creative and innovative thinking and inventiveness. 2. Engage students in exploring real0world issues and solving authentic problems using digital tools and resources. 3. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. 4. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. 5. Design or adapt relevant learning experience that incorporate digital tools and resources to promote student learning and creativity. 6. Develop technology-enriches learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. 7. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources. 8. Provide students with multiple and varies formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching. 9. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. 10. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. 11. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. 12. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. 13. Advocate, model and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. 14. Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate-digital tools and resources. 			Comments / suggestions:

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| <ol style="list-style-type: none">15. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.16. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.17. Participate in local and global learning communities to explore creative applications of technology to improve student learning.18. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.19. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.20. Contribute to the effectiveness, vitality, and self-renewal of teaching profession and of their school and community. | |
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