

Concordia University Wisconsin

Middle Childhood Through Early Adolescence (Elementary/Middle) Education Observation Form

Teacher _____	School _____
Class _____	Observer _____
Lesson Topic _____	Date _____

Please review the lesson plan and supporting documents prior to observation. If these documents are not submitted at least 24 hours prior to observation, please note that on the observation form. Make specific notes in each section regarding what is and is not observed. What is the teacher doing/saying? What are the students doing/saying? Provide the teacher with a copy of the notes following the observation. Following the observation, have a conference to compare perceptions regarding the effectiveness of the lesson and set goals for future lessons.

Planning and Preparation – Based on the lesson plan submitted prior to observation, the teacher demonstrates sound knowledge of content, pedagogy, and students. There is a clear connection between content standards, instructional objectives, and assessments. They are clearly written, appropriate for the central focus of this lesson, and the developmental level of the students in this class. The plan for instruction is clear and coherent and makes use of appropriate resources such as textbooks, technology, and other outside resources.

Performance Categories – Adapted from the Instruction Rubrics from the edTPA	Minimal		Emerging		Proficient			Advanced	
Learning Environment - How does the candidate demonstrate a respectful learning environment that supports students' engagement in learning?									
Engaging Students in Learning - How does the candidate actively engage students in developing understanding of key concepts?									
Deepening Student Learning - How does the candidate elicit responses to promote thinking and develop understanding of key concepts?									
Subject-Specific Pedagogy: Math - How does the candidate use representations to develop students' understanding of mathematical concepts? ELA – How does the candidate support students to learn, practice, and apply the essential literacy strategy in a meaningful context? Science – How does the candidate facilitate young adolescents' analysis of the evidence and/or data based on scientific inquiry? Social Studies - How does the candidate support young adolescents to use evidence from history/social studies sources as they interpret, analyze, build, and support arguments or conclusions?									
Analyzing Teaching Effectiveness - How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?									

Student Teacher _____

Cooperating Teacher _____

University Supervisor _____

Please make copies of this report for the Cooperating Teacher, Student Teacher and University Supervisor

Instruction – The teacher clearly communicates the purpose of the lesson, content, directions, and expectations of students in multiple ways. The teacher effectively uses questioning strategies, including higher order questions, using student responses to promote further discussion by students, and prompting a high level of student participation. Students are actively engaged in the lesson. The lesson includes a variety of whole group, small group/partner, and independent practice activities. The teacher effectively monitors student understanding using formal and informal assessment and provides sufficient feedback to students. The lesson is paced appropriately, flows well, and the teacher capitalizes on teachable moments.

The Classroom Environment – The teacher creates an environment of respect and rapport with the students. The teacher promotes a culture of learning and high expectations are clearly communicated. Transitions and procedures are smooth and efficient so time for instructional activities is maximized. The teacher is aware of the level of engagement of the students, subtly redirects students when needed, and encourages self-discipline.

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