

Concordia University Wisconsin

Special Education Observation Form (CCSE & ECSE)

Teacher Candidate: _____	Observer: _____
Cooperating Teacher: _____	School: _____
Subject/Grade Level: _____	Lesson Topic: _____
Date/Time: _____	

General Evaluation of Candidate Performance

M = Minimal **M/E** = Minimal/Emerging **E** = Emerging **E/P** = Emerging/Proficient **P** = Proficient **P/A** = Proficient/Advanced **A** = Advanced

Instructional Planning and Preparation	M	M/E	E	E/P	P	P/A	A
The lesson is carefully planned and organized including all components on the required lesson plan template.							
The learning objective(s) is clear and aligned with standards and assessments.							
The lesson includes appropriate accommodations and modifications to meet the wide range of needs within the classroom.							
The lesson is planned, sent to and/or discussed with the observer ahead of time.							
Lesson plans, reflections, and other documents are completed on time and available to the observer for review.							

Classroom Environment	M	M/E	E	E/P	P	P/A	A
The teacher candidate demonstrates fair and equal concern for all students.							
The teacher candidate demonstrates appropriate classroom management skills for the whole class, small groups, and individuals.							
The teacher candidate implements individualized interventions in a fair, positive, and consistent manner.							
The teacher candidate encourages students to be respectful, attentive, and receptive to the ideas of others.							

Teaching Practice	M	M/E	E	E/P	P	P/A	A
Transitions between topics and activities are efficiently and effectively implemented.							
The teacher candidate utilizes a variety of instructional strategies to meet the needs of diverse learners.							
The teacher candidate designs instruction that provides opportunities for student engagement and active participation.							
The teacher candidate effectively checks for student comprehension and understanding and adjusts lessons as needed based on this information.							
The teacher candidate effectively assesses student progress on the learning objective(s).							

The lesson is paced appropriately, flows well, and the teacher candidate capitalizes on teachable moments.							
The teacher candidate asks appropriate content-based and higher level processing questions that promote deep thinking and understanding.							
The teacher candidate uses good voice inflection, expression, and volume; adequate wait time and active listening strategies.							
The teacher candidate uses academic language appropriate for the students' language level and needs.							
The teacher candidate provides students with positive, specific, and meaningful feedback.							
The teacher candidate is knowledgeable about lesson content and presents it clearly and accurately while including key concepts, facts, and vocabulary.							

Professional Dispositions	M	M/E	E	E/P	P	P/A	A
The teacher candidate demonstrates enthusiasm about teaching and the current classroom environment.							
The teacher candidate is a reflective practitioner who welcomes new ideas and suggestions, and implements them.							
The teacher candidate interacts and collaborates appropriately with other professionals and support staff.							
The teacher candidate is a role-model who applies Christian and/or moral/ethical values to interactions with students and adults.							
The teacher candidate demonstrates professionalism in speech, actions, dress, and grooming.							

Narrative Observations

(attach additional pages if needed)

Narrative Observations Continued

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Successes/Strengths

Suggestions/Considerations

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Candidate's Goals for Improvement Based on Feedback:

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The student teacher and supervisor discussed the teacher candidate's progress in a conference following the observation. YES ___ NO ___

The cooperating teacher participated in this conference. YES ___ NO ___

Signature – University Supervisor

Signature – Teacher Candidate

Signature – Cooperating Teacher