Observation and Conference Report - Ver 3

The purpose of this form is to provide feedback to the teaching candidate on the observed lesson. It is closely aligned with the CCI and will help guide the development of the candidate.

InTASC	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
1	1.Learner Development The candidate shall understand 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.	Exhibits difficulty in implementing and learning experiences and/or interacting with learners.	Implements learning experiences with limited competence that requires further guidance from either the cooperating teacher and/or supervisor. Needs more guidance on interacting with learners on a developmental level.	Identifies and plans learning experiences based on students' developmental stages. Respectfully interacts with learners is sensitive to their needs.	Designs and implements developmentally appropriate and challenging learning experiences. Interacts with learners with sensitivity to developmental stages, cultural, linguistic, social, and academic differences.
2	2. Learning Differences The candidate uses understanding of individual differences and diverse cultures and community to ensure inclusive learning environments that enable each learner to meet high standards.	Prepares and delivers instruction oriented towards the whole class.	Develops and delivers instruction to address the needs of learners on an inconsistent basis.	Designs and delivers instruction based on the needs of each student. Modifications to lessons are made for students with special needs, ELL, and different learning styles.	Applies and adapts instruction that engages the learners in ways that complement their learning styles. Modifies instruction to reflect the diverse cultures and communities of learners.
3	3. Learning Environment The candidate works with others (learners, families, and colleagues) to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Demonstrates limited classroom management techniques and interactions conducive to an effective classroom environment.	Begins to create an environment that encourages and supports all learners. Classroom management techniques and interactions are generally appropriate.	Creates an environment that encourages and supports most learners. Demonstrates warmth, caring, and sensitivity. Implements classroom management techniques and facilitates interactions that are conducive to an effective learning environment.	Creates an environment that encourages and supports all learners. Consistently implements effective classroom management techniques and fosters interactions which maintain a respectful, polite, and sensitive learning environment.

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4	4. Content Knowledge The candidate 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 master of the content.	Delivers instruction based on insufficient content knowledge, theory, and principles of the discipline.	Delivers instruction based on superficial content knowledge, theory, and principles of the discipline resulting in inconsistent learning of subject matter.	Delivers instruction based on content knowledge, theory, and principles of the discipline allowing meaningful learning and master of subject matter.	Delivers instruction that demonstrates depth, breadth of the content knowledge, theory, and principles of the discipline. Incorporates appropriate materials and consistently makes learning experiences meaningful and relevant which leads to mastery of subject matter.
5	5. Application of Content The candidate understands how to connect concepts and use different perspectives to engage learners in critical thinking and solve problems related to authentic local and global issues.	Asks factual questions and instruction does not include concept connections. Questions do not engage learners in critical thinking. Shows lack of understanding of the concepts needed in order to engage learners in making connections to solve real world problems.	Asks recall and identification questions. Instruction includes some concept connections. Questions engage some learners in critical or divergent thinking. Shows an incomplete understanding of the concepts needed in order to engage learners in making connections to solve real world problems.	Asks application, analysis, and synthesis questions. Instruction includes making connections to concepts and using a variety of perspectives to engage all learners in critical and divergent thinking. Shows a complete and correct understanding of the concepts needed in order to engage learners in making connections to solve real world problems.	Asks application, analysis, synthesis, and evaluation questions. Instruction includes making connections to concepts using many perspectives to engage all learners in critical and divergent thinking. Shows a thorough understanding of the concepts needed to engage learners and extend learners' abilities to solve real world problems.
6	6. Assessment The candidate 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.	Uses one method or inappropriate methods of assessment that do not engage learners in the process. Assessment does not include feedback to students. There is no attempt to use data driven decision-making.	Uses a few or the same methods of assessment and engages some learners in the process. Assessment includes minimal feedback to students. Some data is used to guide the students' and teacher's decision-making.	Uses multiple formative and summative assessments. Engages most learners in the assessment process. Assessment includes targeted feedback to students. Data is used to guide the students' and teacher's decision-making.	Uses a variety of formative and summative assessments. Provides differentiated assessments to meet individual student needs. Assessment includes specific detail and feedback. Data includes multiple measures and is used to make decisions about the student's learning and to inform the teacher's instruction.

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7	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 the community context.	Plans instruction that does not meet the learning goals for students. Uses minimal knowledge of curriculum, pedagogy, or community context to plan instruction and may not take into consideration the knowledge of learners.	Plans instruction that meets the learning goals for some students. Uses some knowledge of curriculum, pedagogy, or community context to plan instruction and takes into consideration the knowledge of some of the learners to plan instruction.	Plans instruction that shows an understanding of the learning goals for all students. Uses knowledge of the curriculum, pedagogy, community context, and learners to plan instruction.	Plans instruction that shows complete and correct understanding of rigorous learning goals for all students. Uses knowledge of curriculum, pedagogy, community context, and all learners to plan instruction.
8	8. Instructional Strategies The candidate 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.	Uses instructional strategies to present content. Strategies may not build learners' skills to make connections and apply knowledge	Uses instructional strategies that encourage learners to develop content knowledge. Strategies begin to build learners' skills to make connections and apply knowledge.	Uses a variety of instructional strategies that encourage learners to develop an understanding of content. Strategies build the learners' skills to make connections and apply knowledge.	Uses rich and varied instructional strategies that encourage learners to develop a deep understanding of content. Strategies build and extend the learners' understanding of content to make multiple connections and apply knowledge.
9	9. Professional Learning and Ethical Practice The candidate 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.	Candidate may participate in ongoing professional learning which may be demonstrated during the lesson. Candidate does not modify or adjust instruction based on feedback to meet the needs of the learner.	Candidate participates in ongoing professional learning which is sometimes demonstrated during the lesson. Teaching and learning remains basically the same without the appropriate modifications to meet the needs of each learner.	Candidate participates in ongoing professional learning which is demonstrated during the lesson. Uses evidence-based teaching strategies to teach students and reflects on his/her practice. Candidate modifies instruction based on feedback/ results and plans lessons accordingly to meet the needs of each learner.	Candidate participates in ongoing professional learning which is consistently demonstrated during the lesson. Candidate uses evidence-based teaching strategies and reflection to improve his/her practice. Candidate modifies instruction based on feedback/result and plans lessons that nurture metacognition skills in each learner.

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10	10. Leadership and Collaboration The candidate 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.	Provides no evidence of contributing to the school and/or district. Communicates periodically with colleagues, parents, and other school professionals. Makes little or no attempt to participate in activities with parents and community. Makes no attempt to assume leadership roles within the school.	Provides some evidence of contributions to the school and district. `Communicates with colleagues, parents, and other school professionals. Sometimes participates in activities with parents and community. Makes minimal attempt to assume leadership roles within the school.	Provides evidence of contributing to the school and district. Collaborates with colleagues, parents, and other school professionals. Participates in activities with parents and community, professional in-service, and assumes leadership roles, as appropriate.	Provides evidence of many contributions to the school and district. Collaborates with colleagues, parents, and other school professionals. Participates in activities with parents and community, professional in-service, and assumes leadership roles in various capacities, as appropriate. Seeks out opportunities to assume additional responsibilities in the school community or the profession.
11	11. Professional Responsibility The candidate acts in accordance with legal responsibilities and uses integrity and fairness to promote the success of all students.	Professional interactions and practices do not always demonstrate integrity and fairness towards all students. May not consistently follow the school's policies, regulations, or timelines.	Professional interactions and some practices may be characterized by fairness, integrity, respect, or confidentiality. Complies with the policies of the school, professional teaching standards, and Code of Ethics to promote the success of students.	Professional interactions and practices are characterized by fairness, integrity, respect, and confidentiality. Abides by the policies of the school, professional teaching standards, and Code of Ethics to promote the success of all students.	Professional interactions and practices are characterized by fairness, integrity, respect, and confidentiality. Models exemplary professional behavior by following the policies of the school, professional teaching standards, and applies the Code of Ethics to promote the success of all students.