Candidate Classroom Observation Form

Observation # \_\_

 [FLPT 485 – to be completed by the University Supervisor. Please label your first evaluation of the teacher candidate as #1, even if it is your second visit to the school.]

Candidate Name:

School:

Cooperating Teacher:

Grade Level \_\_ Lesson Title:

Observation Date :

*Observer: Please use the following key to rate the candidate teacher:*

**A**dvanced Performance – Candidate demonstrates exemplary achievement of objective.

**P**roficient Performance – Candidate demonstrates consistent achievements.

**E**merging Performance – Candidate demonstrates minimal progress toward objective.

**N/A**- No opportunity to observe or not applicable

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| --- | --- | --- | --- | --- |
|  | **N/A** | **Emerging** | **Proficient** | **Advanced** |
| **1. Candidate’s knowledge of subject matter** |  |  |  |  |
| As evidenced by: Demonstrates oral proficiency in the target language; Demonstrates written proficiency in the target language; Knows and understands the major principles and concepts of the material to be taught; Demonstrates knowledge of target cultures. |
| **COMMENTS:** |
| **2. Meeting the needs of diverse learners** |  |  |  |  |
| As evidenced by some of: Plans instructional activities which provide for individual differences; Adjusts teaching to the class’s needs; Uses appropriate instructional techniques; Presents material at a level appropriate to the needs, interests, abilities and backgrounds of students; Meets the needs of exceptional students. |
| **COMMENTS:** |
|  | **N/A** | **Emerging** | **Proficient** | **Advanced** |
| **3. Use of world language-specific teaching skills** |  |  |  |  |
| As evidenced by some of: Works toward 90% target language use; Simplifies speech to meet students’ level; Uses gestures, visuals, and cognates to facilitate comprehensibility; Provides input before expecting output; Chooses texts and materials that are easily comprehensible by students; Teaches heritage learners using higher level language arts techniques; Supports real communication (exchanging unknown information with students or between students); Checks for understanding throughout the lesson; Introduces students to cultural content.  |
| **COMMENTS:** |
| **4. Creation of an effective learning environment** |  |  |  |  |
| As evidenced by some of: Maintains classroom routines and procedures; Manages transitions between activities; Outlines expectations for all students in a clear manner; Uses instructional time effectively, paces instructional activities appropriately, and maximizes students’ time on task; Motivates students; Maintains appropriate behavior standards for students in the learning environment; Encourages self-discipline; Promotes positive interpersonal relations based upon mutual respect; Creates positive learning environment; Fosters curiosity & intrinsic motivation; Demonstrates sensitivity to and for the needs and feelings of all students; Handles discipline fairly and consistently. |
| **COMMENTS:** |
| **5. Effective communication to foster inquiry & collaboration** |  |  |  |  |
| As evidenced by some of: Provides directions and explanation in a clear, coherent and logical manner. Provides opportunities for teacher to student/student to teacher communication in the target language; Provides opportunities for student to student communication in the target language; Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication; Promotes students’ ability to communicate ideas and questions of concern to them; Speaks at an appropriate volume.  |
| **COMMENTS:** |
|  | **N/A** | **Emerging** | **Proficient** | **Advanced** |
| **6. Lesson Planning** |  |  |  |  |
| As evidenced by some of: Writes measurable learning objectives, Identifies teaching methods that will be used in the lesson; Identifies paper and electronic resources that will be used during the lesson; Plans learning activities in a logical sequence which are flexible and developmentally appropriate; Plan provides for illustration, examples, and applications of the material; Plan includes additional or supplemental activities in order to ensure that students are on-task and actively engaged for the entire class period; Plans and materials are organized well; Plans creative lessons. |
| **COMMENTS:**  |
| **7. Assessment of student learning to adjust teaching** |  |  |  |  |
| As evidenced by some of: Selects appropriate materials and procedures for assessing students’ progress according to stated objectives; Uses informal assessments at various times during the lesson in order to monitor students’ progress and effectiveness of instruction; Evaluates students on the basis of criteria that are aligned with instructional objectives; Analyzes assessment data to inform future instruction, using students’ strengths and weaknesses as a basis of expansion or remediation and plans future lessons accordingly. |
| **COMMENTS:** |
| **8. Reflection on planning and instruction** |  |  |  |  |
| As evidenced by: Makes plans to revise instruction on the basis of student comments, questions and performance, as evidenced by post-observation conference with University Supervisor; Demonstrates ability to reflect on teaching and student learning as evidenced by weekly reflections; Turns weekly reflections in on time.  |
| **COMMENTS:** |
|  |
|  | **N/A** | **Emerging** | **Proficient** | **Advanced** |
| **9. Professional behavior** |  |  |  |  |
| As evidenced by some of: Communicates with University Supervisor and cooperating teacher promptly; Displays enthusiasm and appropriate “teacher” language; Provides neat and correct typed lesson plan; Provides University Supervisor with materials used during lesson; Responds positively to, and implements, suggestions made by cooperating teacher/supervisor. |
| **COMMENTS:** |

**OVERALL COMMENTS** (Please also address the candidate’s disposition, adaptability, and professionalism):

Areas of strength:

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Areas where improvement is needed (please indicate improvements you would like to see on your next observation):

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NIU University Supervisor’s Signature (typed is acceptable) Date

**NOTE: The NIU University Supervisor will email a copy of this report to the Teacher Candidate, Cooperating Teacher, and the Assistant Director of Teacher Licensure within one week of the classroom observation.**