**OBSERVATION FORM – FORMATIVE ASSESSMENT**

**GUIDED NARRATIVE**

**Student Teacher:** **Grade:** **Day/Date:** **Subject:**

**A formal observation should include the following elements:**

* Lesson plans sent prior to the observation.
* An observation of an actual lesson or teaching episode.
* Post-Observation discussion.
* Written observation.

To provide specific and descriptive feedback on the teacher candidate’s execution of professional responsibilities, please provide a written narrative, addressing the elements listed below. All elements may not be addressed in each narrative but should be addressed at some point over the course of the placement. Feedback lays the groundwork for the improvement of teaching skills.

* **Teaches to the Objective** – Stated clearly/early, appropriate level of student needs, curriculum/standards based.
* **Modeling** – Demonstrates/explains/walks through content; uses a variety of instructional strategies, tools/equipment to provide a logical flow; congruent with learning objectives; provokes critical thinking.
* **Supportive Activity**– Congruent with objective, varied MODES of learning experiences to accommodate learning styles/understanding; uses a variety of appropriate materials; materials are ready and organized.
* **Management Statements and Actions** – Clear directions, states expectations proactively; positive/negative reinforcers are communicated clearly verbally and visually. Scanning, refocus/redirect/correcting comments, students engaged, noise level allows constructive student participation, learning & focus; follows words with appropriate reinforcing or correcting actions/consequences.
* **Pacing** – Allows students to participate in the learning process; keeps the focus on students learning not getting activity(ies) completed; smooth, fluent; appropriate pauses/wait time; allows appropriate time for students to complete tasks; fluent transitions.
* **Student Interactions/Learning Environment/Professional Presentation** – Eye to eye, listening, assisting, delving, clarifying, affirming; checking, active movement about the room; voice tones: positive, courteous; voice inflections, energetic, enthusiastic; hand/arm movements to support & clarify.
* **Assessment** – Connects learning to prior/future learning. Interactions with students to check for understanding. Use of CLOSURE as part of Closing. Checking that assessments align with objectives/content standards. Can be formal or informal/formative or summative.

**Narrative Paragraph**

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| **TC Signature**       | **CT / US Signature**       |

May 2023 –– To be used exclusively by UNK Supervisors with UNK Teacher Candidates