UNIVERSITY OF NEBRASKA-KEARNEY

TEACHER CANDIDATE OBSERVATION REPORT Observation #

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| Teacher Candidate: |       | Observer: |       |

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| Grade: |       | Subject: |       | Date: |       | School/City: |       |

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| **DOMAIN 1: PLANNING AND PREPARATION** ***Demonstrating Knowledge of Content & Pedagogy***[ ] Knowledge of Content & Structure of Discipline[ ] Knowledge of Prerequisite Relationships[ ] Knowledge of Content-Related Pedagogy (methodology) ***Demonstrating Knowledge of Students*** [ ] Knowledge of Child/Adolescent Development[ ] Knowledge of the Learning Process[ ] Knowledge of P-12 Students’ Skills, Knowledge & Language Proficiency[ ] Knowledge of Students’ Interests and Cultural Heritage[ ] Knowledge of P-12 Students’ Special Needs***Setting Instructional Outcomes***[ ] Value. Sequence & Alignment [ ] Clarity [ ] Balance[ ] Suitability for Diverse Students ***Demonstrating Knowledge of Resources***[ ] Resources for Classroom Use[ ] Resources to Extend Content Knowledge & Pedagogy[ ] Resources for P-12 Students ***Designing Coherent Instruction*** [ ] Learning Activities[ ] Instructional Materials & Resources[ ] Instructional Groups[ ] Lesson and Unit Structure  ***Designing Student Assessments***[ ] Congruence with Instructional Objectives[ ] Criteria and Standards [ ] Design of Formative Assessments[ ] Use for Planning (4-pt. Impact on P-12 Learning Process)**DOMAIN 2: THE CLASSROOM ENVIRONMENT** ***Creating an Environment of Respect and Rapport*** [ ] Candidate Interaction with P-12 Students[ ] Student Interaction with Other P-12 Students ***Establishing a Culture for Learning*** [ ] Importance of Content[ ] Expectations for Learning and Achievement[ ] Student Pride in Work ***Managing Classroom Procedures*** [ ] Management of Instructional Groups[ ] Management of Transitions[ ] Management of Materials and Supplies ***Managing Student Behavior*** [ ] Expectations[ ] Monitoring of Student Behavior[ ] Response to Student Misbehavior | **Comments:**  |
|  ***Organizing Physical Space*** [ ] Safety and Accessibility [ ]  Arrangement of Furniture & Use of Physical Resources**DOMAIN 3: INSTRUCTION** ***Communicating with P-12 Students*** [ ] Expectations for Learning[ ] Directions & Procedures[ ] Explanations of Content[ ] Use of Oral & Written Language ***Using Questioning and Discussion Techniques***[ ] Quality of Questions [ ] Discussion Techniques[ ] Student Participation ***Engaging P-12 Students in Learning*** [ ] Activities and Assignments[ ] Grouping of P-12 Students[ ] Instructional Materials and Resources[ ] Structure and Pacing ***Using Assessment in Instruction***[ ] Assessment Criteria[ ] Monitoring of Student Learning[ ] Feedback to P-12 Students[ ] Student Self-assessment & Monitoring of Progress ***Demonstrating Flexibility & Responsiveness***[ ] Lesson Adjustment[ ] Response to P-12 Students[ ] PersistenceDOMAIN 4: PROFESSIONAL RESPONSIBILITIES ***Reflecting on Teaching***[ ] Accuracy[ ] Use in Future Teaching ***Maintaining Accurate Records*** [ ] Student Completion of Assignments[ ] Student Progress in Learning [ ] Non-instructional records ***Communicating with Families*** [ ] Information about the Instructional Program[ ] Information about Individual P-12 Students[ ] Engagement of Families in the Instructional Program ***Participating in a Professional Community*** [ ] Relationships with colleagues[ ] Involvement in a Culture of Professional Inquiry[ ] Service to the School[ ] Participation in School & District Projects ***Growing & Developing Professionally*** [ ] Enhancement of Content Knowledge and Pedagogical Skill[ ] Receptivity to Feedback from Educators[ ] Service to the Profession ***Showing Professionalism***[ ] Integrity & Ethical Conduct[ ] Service to P-12 Students[ ] Advocacy[ ] Decision Making[ ] Compliance with School & District Regulations | **Comments:**      |

Goals:

Type Candidate’s Signature:                [ ] Check Observer’s Signature:                [ ] Check