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  Persistence DOMAIN 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