

Formal Observation Form

Merged Program in Special Education and Elementary Education K-6
University of Hawai'i at Mānoa

Course Number:	Lesson:	Date:
Student:	UH Supervisor:	School:

A. LEARNING ENVIRONMENT

ONLY CHECK observations related to this lesson...	as evidenced by... Comments/Questions/Suggestions
CLASSROOM COMMUNITY	
<input type="checkbox"/> Knows and addresses children by their names <input type="checkbox"/> Demonstrates rapport with and respect for students <input type="checkbox"/> Promotes mutual respect among students <input type="checkbox"/> Provides opportunities for children to express varied perspectives	
CLASSROOM MANAGEMENT	
<input type="checkbox"/> Uses management strategies to anticipate and address potential behaviors before they occur <input type="checkbox"/> Uses classroom routines effectively <input type="checkbox"/> Monitors all students throughout lesson <input type="checkbox"/> Addresses disruptions calmly/effectively <input type="checkbox"/> Intervenes before inappropriate behavior escalates <input type="checkbox"/> Delivers consequences consistent with management plan <input type="checkbox"/> Applies strategies consistently <input type="checkbox"/> Provides specific, positive feedback to students <input type="checkbox"/> Uses natural and task specific reinforcement appropriately <input type="checkbox"/> Uses strategies to foster independence and self-control <input type="checkbox"/> Determines appropriate follow-up, if needed, to address inappropriate behavior.	

B. ENGAGING STUDENTS IN LEARNING

ONLY CHECK items related to this lesson...	as evidenced by.... Comments/Questions/Suggestions
STUDENT ENGAGEMENT	
<input type="checkbox"/> Generates focus with positive attention cue(s) <input type="checkbox"/> Utilizes cognitively appropriate activities or assignments <input type="checkbox"/> Creates productive student groups that are appropriate to the learning goals of the lesson <input type="checkbox"/> Uses materials and resources to engage students <input type="checkbox"/> Fosters curiosity, wonder, or inquiry <input type="checkbox"/> Involves students in decision making <input type="checkbox"/> Uses technology appropriately <input type="checkbox"/> Provides students opportunities to integrate understanding <input type="checkbox"/> Links with prior academic learning <input type="checkbox"/> Links with students' personal, cultural, or community assets	
TIME MANAGEMENT	
<input type="checkbox"/> Begins lesson right away (distractions minimized) <input type="checkbox"/> Is prepared (materials/resources are ready) <input type="checkbox"/> Paces lesson appropriately <input type="checkbox"/> Transitions smoothly between tasks/lessons <input type="checkbox"/> Completes lesson within allocated time	

C. DEEPENING STUDENT LEARNING

ONLY CHECK observations related to this lesson...	as evidenced by.... Comments/Questions/Suggestions
<input type="checkbox"/> Elicits student responses by asking open-ended questions <input type="checkbox"/> Builds on students responses by extending or clarifying <input type="checkbox"/> Creates opportunities for students to problem solve <input type="checkbox"/> Creates opportunities for students to create <input type="checkbox"/> Creates opportunities for students to evaluate	

D. SUBJECT SPECIFIC PEDAGOGY

ONLY CHECK items related to this lesson...	as evidenced by.... Comments/Questions/Suggestions
INSTRUCTION	
<ul style="list-style-type: none"> <input type="checkbox"/> Orients students to learning goals <input type="checkbox"/> Actively engages students with academic vocabulary <input type="checkbox"/> Provides appropriate modeling <input type="checkbox"/> Provides clear, explicit directions/prompts <input type="checkbox"/> Implements student-centered instructional tasks <input type="checkbox"/> Provides students with ample guided practice <input type="checkbox"/> Provides students with independent practice when students' performance indicates readiness <input type="checkbox"/> Checks frequently for student understanding <input type="checkbox"/> Provides repetition and assistance as needed <input type="checkbox"/> Provides appropriate reflection/closure to lesson 	
DIFFERENTIATION AND ADAPTATION TO DIVERSE LEARNERS	
<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates a variety of strategies for REPRESENTING instructional material <input type="checkbox"/> Incorporates a variety of strategies for ENGAGING learners <input type="checkbox"/> Offers students a variety of strategies to EXPRESS learning <input type="checkbox"/> Provides students with choices <input type="checkbox"/> Utilizes student interests <input type="checkbox"/> Modifies assignments to challenge students appropriately 	

E. ANALYZING TEACHER EFFECTIVENESS

ONLY CHECK items related to this lesson...	as evidenced by.... Comments/Questions/Suggestions
<ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate procedures to assess students' progress towards lesson and IEP objectives <input type="checkbox"/> Monitors student performance, and understanding throughout lesson <input type="checkbox"/> Uses assessment information to guide instructional choices <input type="checkbox"/> Supports students in self-assessment <input type="checkbox"/> Supports student involvement with peer-assessment <input type="checkbox"/> Allows student participation in data collection if appropriate (self-monitoring, self-evaluation, self-recording) <input type="checkbox"/> Collects evidence that will provide information about students' knowledge and performance <input type="checkbox"/> Analyzes assessments, including scoring criteria <input type="checkbox"/> Proposes changes that address BOTH individual and collective learning needs related to the central learning focus 	

F. OVERALL PROFESSIONALISM

ONLY CHECK items related to this lesson...	as evidenced by.... Comments/Questions/Suggestions
<ul style="list-style-type: none"> <input type="checkbox"/> Fully prepared on day of instruction <input type="checkbox"/> Shares lesson with mentor and supervisor prior to teaching <input type="checkbox"/> Demonstrates teacher presence (dresses appropriately, communicates clearly, sets the tone for learning) <input type="checkbox"/> Identifies areas of strength in lesson planning, presentation, strategies, management, and assessment <input type="checkbox"/> Identifies areas for improvement in lesson planning, presentation, strategies, management, and assessment <input type="checkbox"/> Sets goals for future teaching <input type="checkbox"/> Communicates with supervisor and mentor in an open, constructive manner 	

COMMENTS

Comments/Evidence:

Observation Rubric

Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
A. LEARNING ENVIRONMENT The candidate demonstrates a positive learning environment that supports student engagement in learning.	The candidate shows evidence of disrespectful interactions or candidate allows disruptive behaviors to interfere with learning.	The candidate demonstrates respect for students and learning environment that serves to control student behavior while supporting learning goals.	The candidate demonstrates rapport and respect for students. Candidate provides a low-risk, social environment that promotes mutual respect.	The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that promotes mutual respect among students.	The candidate demonstrates rapport with and respect for students. Candidate provides opportunities for students to express varied perspectives mutual respect among students.
B. ENGAGING STUDENTS IN LEARNING The candidate actively engages the student in integrating strategies and skills.	Students are participating in tasks vaguely or superficially related to lesson focus. Little evidence of links to prior knowledge, or personal cultural, or community assets. OR links cause confusion.	Students are participating in learning tasks focusing on skills. Candidate makes vague or superficial links between prior learning and new learning.	Students are engaged in learning tasks that address understandings & skills. Candidate links prior academic learning to new learning	Students are engaged in learning tasks that integrate understandings & skills. Candidate links both prior academic learning AND personal, cultural, or community assets to new learning.	Students are engaged in tasks that deepen and extend understandings. Candidate links prior academic learning AND personal, cultural, or community assets to new learning.
C. DEEPENING STUDENT LEARNING The candidate elicits student responses to promote thinking and the development of skills.	Candidate does most of the talking and students provide few responses. Or candidate responses include significant inaccuracies.	Candidate primarily asks surface-level questions and evaluated student responses as correct or incorrect.	Candidate elicits student responses to support use of skills.	Candidate elicits and builds on students' responses to explicitly portray, extend, or clarify learning.	Candidate facilitates interactions among students so they can evaluate their own abilities to apply learning in meaningful contexts.
D. SUBJECT-SPECIFIC PEDAGOGY The candidate supports students to apply essential learning strategies.	Candidate does not teach students how to do what they are expected to do.	Candidate models the key strategy or skills without opportunities for students to practice or apply them.	Candidate models the key strategy with limited opportunities for practice.	Candidate explicitly teaches students how to apply the strategy and provides opportunities for guided practice.	Candidate explicitly teaches students how and when to apply the strategy in meaningful contexts.
E. ANALYZING TEACHER EFFECTIVENESS Candidate uses evidence to evaluate and change teaching practice to meet students' varied learning needs.	Candidate suggests changes unrelated to evidence of student learning.	Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.	Candidate proposes changes that address collective learning needs related to the central focus. Makes superficial connections to research/theory.	Candidate proposes changes to address individual and collective learning needs related to the central focus. Connects to research/theory.	Candidate justifies changes using principles of research and/or theory.

