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| **This column completed by student teacher with input from the observer.** | **Step 3:** Form #2 Supervisor/Cooperating Teacher will gather evidence from Classroom Observation (on-stage Domain 2 & 3). Following observation/evidence collection, all evidence is shared with teacher candidate. \*Additional sheets may be attached for evidence collection.  **Step 4:** Teacher candidate should review evidence and self-assess by highlighting on the corresponding rubric where they place lesson based on evidence. Teacher candidate may note additional evidence to be discussed on their rubric.  **Step 4:** Supervisor/cooperating teacher will review self-assessment and select areas of agreement and areas for conversation during post-observation conversation.  **Step 5:** Supervisor/cooperating teacher will complete final rating for all components by checking corresponding rating for each component on this form.  **KEY: U = Unsatisfactory; D=Developing; P = Proficient** | | **This column completed by**  **student teacher**  **with input from the observer.** |
|  | **DOMAIN 2: Classroom Environment** | **DOMAIN 3: Instruction** |  |
| * U (0) * D(1) * P(2) | **2a. Creating a Climate of Respect and Rapport**  *Teacher Interaction with students; Student interactions with one another.*  Mrs. Moore (Madame!) greeted each of the students warmly as they entered the classroom…in French! | **3a. Communicating with Students**  *Expectations for Learning; directions and procedures; Explanations of Content; Use of oral and written language*  Individualized attention given throughout class; explanation of content was clear and precise. | * U (0) * D(1) * P(2) |
| * U (0) * D(1) * P(2) | **2b. Creating a Culture for Learning**  *In what ways have a culture for learning been established in this classroom? How does this lesson encourage the students to take responsibility for their own learning?*  After the opening exercises, Mrs. Moore explained that they would be starting something new…nationalities. The exercises that followed built upon previous knowledge taught. | **3b. Using Questioning and Discussion Techniques**  *Quality of Questions; discussion techniques; student participation-how many actually participated during the period?*  Many of the questions required the students to think; Mrs. Moore reached out to every student at least once. | * U (0) * D(1) * P(2) |
| * U (0) * D(1) * P(2) | **2c. Managing Classroom Procedures**  *Management of instructional groups; m of transitions; management of materials and supplies; performance of non-instructional duties; supervision of volunteers and paraprofessionals .Do classroom routines and procedures result in little or no loss of instructional time?*  Two students distributed the learning packet to the class. Attendance was taken with little disruption. Only suggestion: start the class with a Bell Ringer or something similar, if time is needed to meet with students individually. | **3c. Engaging Students in Learning**  *Activities and Assignments; grouping of students; choice of instructional materials and resources; structure and pacing*  Activities (including the video) engaged the students. Pacing was just right – not fast and not draggy. | * U (0) * D(1) * P(2) |
| * U (0) * D 1) * P(2) | **2d. Managing Student Behavior**  *Expectations; monitoring of student behavior; response to student misbehavior*  Absolutely no issues with student behavior. | **3d. Assessing Student Learning**  *Assessment Criteria; monitoring of student learning; feedback to students; student self-assessment and monitoring of progress*  Continual formative assessments of the lesson took place throughout the period. | * U (0) * D(1) * P(2) |
| * U (0) * D(1) * P (2) | 2**e**. **Organizing the Physical Space**  *Is the classroom safe? What technology resources available in the classroom are utilized for the lesson.? Are adjustments made to the classroom furniture for group activities?*  Classroom safe; two clusters of desks w/main aisle. “Rented space”, as this is not Mrs. Moore’s classroom. | **3e. Demonstrating Flexibility and Responsiveness**  *Lesson adjustment; response to students; persistence when little student response*  Mrs. Moore gently persisted to get the students to respond when they were reluctant to answer. | * U (0) * D(1) * P(2) |

0 – 21: Unsatisfactory 22 - 33: Developing 34 – 44: Proficient