Teacher Candidate Observation Instrument
Dalton State College
School of Education

Candidate: _____ Observer: _____

School: _____ Subject/Grade Level: _____ Date: _____

Standard	1 Not Demonstrated	2 Partially Demonstrated	3 Effectively Demonstrated	4 Exceptionally Demonstrated
PLANNING:				
1. Subject–Specific Content/Concepts	Uncorrected teacher/content/concept errors; uncorrected student errors.	Shows knowledge of content/concepts; corrects teacher and student errors.	Shows knowledge of content/concepts; corrects teacher and student errors. Recognizes and gives appropriate feedback to correct and incorrect student responses/errors.	Shows knowledge of content/concepts; corrects teacher and student errors. Recognizes and gives appropriate feedback to correct and incorrect student responses/errors. All content was accurate; offers explanations that clarify the concepts and address misconceptions; prompts students to recognize and correct errors. • Is prepared to answer questions not inclusive of the lesson.
Score: NATR 1 2 3 4	**Evidence/Comments:**			
2. Lesson Plan and Instruction	Lesson plan not turned in at least 72 regular business hours before lesson is to be taught.	Lesson plan is received on time but lacks clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned.	Lesson plan and instruction are logically organized and sequenced and built based on pre-assessment data; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned.	Lesson plan and instruction reflect findings from scientifically based research (**includes citation**); appropriate organization and sequencing; appropriate pacing.
Score: NATR 1 2 3 4	**Evidence/Comments:**			

3. Content Connections	Makes no connections to other content areas or everyday life.	Makes irrelevant connections that do not advance student learning.	States explicit connections to other subject matter that advance student learning.	States explicit connections to other subject matter that advance student learning. States and explains connections to other subject areas; states and explain connections in everyday lives to advance student learning. Uses authentic examples and activities.
Score: NATR 1 2 3 4	**Evidence/Comments:**			

INSTRUCTIONAL DELIVERY:

4. Instructional Strategies	Inappropriate instructional strategies; strategies inappropriately matched to subject matter; no technology and/or resources evident	Inappropriate instructional strategies; strategies inappropriately matched to subject matter; technology and/or resources do not advance student learning outcomes.	Plans for and uses appropriate strategies that **engage** and support student learning; strategies appropriately matched to subject matter; strategies used appropriately; technology or resources used effectively.	Plans for and uses various strategies that **authentically engage** and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge; technology or resources enhances student learning.
Score: NATR 1 2 3 4	**Evidence/Comments:**			

5. Pedagogical Content (Instructional Methods)	Uses inappropriate instructional method; little evidence of making content appropriate for diverse learners.	Uses appropriate instructional methods but lacks connections to students' prior knowledge and how they apply to the lesson.	Uses appropriate methods and knowledge of the learner for effective instruction. Uses appropriate combinations of auditory, visual, tactile, and kinesthetic instructional methods.	Uses appropriate methods and knowledge of the learner for effective instruction. Uses appropriate combinations of auditory, visual, tactile, and kinesthetic instructional methods. Uses a **variety** of appropriate instructional methods to make content appropriate for diverse learners.
Score: NATR 1 2 3 4	**Evidence/Comments:**			

6. Differentiated Instruction- The teacher meets the individual developmental needs of all learners by differentiating the instructional content, process, product, and learning environment.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning differences.	The teacher attempts to challenge students by providing appropriate content or by developing skills which address individual learning differences.	The teacher challenges and supports each student's learning by providing appropriate content or by developing skills which address individual learning differences.	The teacher facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.
Flexible grouping strategies include: - *Whole group* - *Small group* - *Partners* - *Heterogeneous* - *Homogeneous* - *Cross-class* - *Cross-grade* - *Centers/ Independent Activities*	• Instructional format(s) did not reflect an attempt to meet individual student needs and was not effective to meet the needs of all learners. • Does not communicate expectations for learning.	• Attempts to use flexible grouping strategies. • Attempts to facilitate student engagement. • Communicates expectations for learning.	• Uses flexible grouping strategies. • Facilitates student engagement. • Provides alternatives for students who finish tasks early **or** late as needed. • Demonstrates challenging learning expectations for all students.	• Uses flexible grouping strategies to accommodate learning goals/needs. • Facilitates active student engagement. • Provides alternatives for students who finish early **and** late as needed. • Uses assessment data (diagnostic, formative, summative) to inform instructional modifications for individual students. • Prepares modified materials for individual students' needs in advance. • Demonstrates challenging learning expectations for all students proportionate to their developmental level.

Score: NATR

1 2 3 4

Evidence/Comments:

LEARNING ENVIRONMENT:

7. Positive Learning Environment/ Classroom Management- The teacher creates a well-managed, safe, and orderly learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all. • Uses/manages time, space, and learning resources inefficiently. • Manages class reactively rather than proactively. • Inconsistent or inappropriate responses to student behavior. • Does not productively engage students. • Expectations for classroom rules, routines, and procedures are not clearly defined or enforced. • Lack of classroom arrangement causes students to be isolated, keeps teacher from being able to see all students, or keeps students from being able to see the presentation or have access to materials.	The teacher attempts to provide a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. • Attempts to manage time, space, and learning resources in order to engage students. • Uses classroom rules as a discipline tool rather than a classroom management tool. • Attempts to arrange the classroom in a way that allows students to be involved in the lesson.	The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. • Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately. • Cultivates a climate of caring, fairness, respect, and enthusiasm for learning. • Promotes a climate of trust and teamwork within the classroom. • Promotes respect for and understanding of students' diversity. • Actively listens and pays attention to students' needs and responses. • Creates a warm, attractive, inviting, and supportive classroom environment. • Models caring, fairness, respect, and enthusiasm for learning. • Prepares materials in advance.	The teacher involves students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. • Manages time, space, and learning resources to keep students actively engaged. • Posts classroom rules and refers to them as needed to direct students to expected behavior. • Responds to disruptions in a timely, appropriate manner to minimize loss of instructional time. (e.g., eye contact, nonverbal gesture, physical proximity, brief pause, short verbal reminder, etc.) • Arranges the classroom materials and resources to facilitate group and individual activities.
Score: NATR 1 2 3 4	**Evidence/Comments:**			

8. Academically Challenging Environment- The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners. • Loses instructional time during transitions due to lack of routines and procedures for daily tasks (e.g., distributing and collecting materials, leaving and entering the classroom, transitioning to group work or work stations, etc.) • Presents lessons that are teacher-directed rather than student-centered.	The teacher attempts to provide a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners. • Attempts to begin and end lessons on time, but may struggle with pacing. • Attempts to establish procedures for transitions. • Plans student-focused lessons that lack higher levels of learning OR plans lessons with higher levels of learning that lack a focus on students.	The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. • Begins and ends lessons on time and paces lessons appropriately to keep students engaged. • Provides transitions that minimize loss of instructional time. • Communicates high, but reasonable, expectations for student learning. • Encourages productivity by providing students with appropriately challenging and relevant material and assignments. • Facilitates student goal-setting.	The teacher creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. • Maximizes instructional time. • Conveys the message that mistakes should be embraced as a valuable part of learning. • Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals. Encourages students to explore new ideas and take academic risks.
Score: NATR 1 2 3 4	**Evidence/Comments:**			
ASSESSMENT OF AND FOR LEARNING:				
9. Assessment	Inappropriate or no assessment of instructional objectives/essential questions.	Uses assessment that does not align with instructional objectives/essential questions.	Prepares formative and summative assessments in advance (pre-assessment, post assessment, checklists, anecdotal notes or rubrics)	Prepares formative and summative assessments in advance (pre-assessment, post assessment, checklists, anecdotal notes or rubrics) and uses assessment data to modify learning goals for all students. .
Score: NATR 1 2 3 4	**Evidence/Comments:**			

10. Monitoring and Adjustments	Does not monitor student learning, no adjustment for students who do not understand and students who have mastered the content.	Monitors student learning but no adjustment for students who do not understand or for students who have mastered the content. *Example: adjustments made for the students who didn't understand but left the gifted students at same level.*	Monitors student learning; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct instruction.	Consistently monitors student learning and provides constructive and ongoing feedback; consistently and successfully makes accommodations before and during the lesson to address student needs.
Score: NATR 1 2 3 4	**Evidence/Comments:**			

PROFESSIONALISM AND COMMUNICATION:

11. Reflection	Does not examine his/her teaching; does not suggest modifications to improve teaching practices and student achievement.	Examines own teaching without modification.	Examines own teaching. Explains rationale for choosing instructional strategies. Suggests modification to improve teaching practices. Identifies strengths and weaknesses of lesson's effectiveness and student engagement. Offers rationale for the materials, resources, and/or technology used.	Examines own teaching without. Explains rationale for choosing instructional strategies. Suggests modification to improve teaching practices. Identifies strengths and weaknesses of lesson's effectiveness and student engagement. Offers rationale for the materials, resources, and/or technology used. Examines own performance and provides evidence and modifies teaching practices to increase student achievement.
Score: NATR 1 2 3 4	**Evidence/Comments:**			

12. Communication	The teacher candidate models glaring errors in oral or written standard English. For example, subject verb agreement errors are common.	The teacher candidates has no glaring errors in standard English usage but utilizes colloquialisms or non- standard pronunciation that does not interfere with the message.	The teacher candidate models Standard English in written and oral form. The teacher candidate attempts to correct student errors in spoken English. The teacher candidate refrains from colloquialisms and non- standard pronunciation of words.	The teacher candidate models Standard English in written and oral form. The teacher candidate refrains from colloquialisms and non- standard pronunciation of words. The teacher candidate refrains from correcting non-standard English used by students and instead models the standard form back to the students. The teacher candidate uses a variety of level of questions to stimulate learning.
Score: NATR 1 2 3 4	**Evidence/Comments:**			