



LESSON OBSERVATION (SHORT FORM)

Developed Utilizing CEP Teacher Candidate Quality Standards Rubric

Descriptions include criteria up to proficient for an in-service teacher

Teacher Candidate Name **Naomi Wright**

Date **4/26/22**

Mentor Teacher Name **Jenny Authier**

1. DEMONSTRATION OF MASTERY OF PEDAGOGICAL EXPERTISE IN THE CONTENT	Not Observed	Emergent	Developing	Proficient	Accomplished	FEEDBACK
	<p>(Emergent) Lesson plan is available and reflects appropriate Colorado Academic Standards, relevant instructional objectives, and formative and summative assessment results</p> <p>a. (Developing) Implements lessons that align to district's plan of instruction and reflect vertical and horizontal alignment of the grade or content area</p> <p>(Proficient) Implements and communicates learning objectives and student outcomes based on standards</p>			<input checked="" type="checkbox"/>		
<p>(Emergent) Connects lessons to key concepts and themes within other disciplines and/or content areas, supports literacy and mathematical practices in content area(s)</p> <p><input checked="" type="checkbox"/> (Developing) Implements instructional strategies that include literacy, mathematical practices, and language development across content areas, makes content specific language and reading accessible to students</p> <p>(Proficient) Makes interdisciplinary connections explicit to students, strategically integrates literacy skills (reading, writing, listening, speaking) across content areas, integrates mathematical practices across content areas</p>			<input checked="" type="checkbox"/>			Reading + Math are at touched on during music literacy
<p>(Emergent) Scaffolds questions, concepts, and skills based on a sequence of learning, uses instructional materials that are accurate and appropriate for the lesson being taught, encourages and provides opportunities for students to make connections to prior learning</p> <p>(Developing) Implements content-based strategies that align to the learning objective, multiple models and delivery methods to explain concepts accurately, questioning techniques to support disciplinary inquiry</p> <p>c. (Proficient) Anticipates student misconceptions related to learning and addresses those misconceptions during instruction, implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning</p>			<input checked="" type="checkbox"/>			Questioning + directions have been a huge area of growth + improvement!

Areas of celebration: **Strong musicianship. Kind + caring energy + students know she likes + enjoys them. Loving having your new ideas, I'm learning a lot.**

Growth areas/next steps: **Continue to anticipate how to break down instruction + activities**

2. SAFE, INCLUSIVE, AND RESPECTFUL LEARNING ENVIRONMENT	Not Observed	Emergent	Developing	Proficient	Accomplished	FEEDBACK
<p>(Emergent) Maintains safety and welfare of students and environment, clear expectations for student behavior, procedures and routines to guide instruction and transitions</p> <p>a. <input checked="" type="checkbox"/> (Developing) Facilitates student accountability to school and class procedures and routines, consistently reinforces student expectations, fosters a caring relationship with each student</p> <p>(Proficient) Makes maximum use of time by implementing purposeful pacing and efficient transitions, reinforcing positive behavior, redirecting disruptive or off-task behaviors</p>	Choose one: <input type="checkbox"/> Not Observed <input checked="" type="checkbox"/> Emergent <input type="checkbox"/> Developing <input type="checkbox"/> Proficient					An area of much growth! An area to work on is constantly scanning class to check for behavior
<p>(Emergent) Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives, creates a classroom environment in which diversity is used to further student learning</p> <p>b. <input checked="" type="checkbox"/> (Developing) Establishes processes that result in a sense of community among students, effective interactions among students, and incorporates instruction that reflects diverse backgrounds, experiences, and different points of view</p> <p><input checked="" type="checkbox"/> (Proficient) Delivers lessons to ensure students' backgrounds and contextual knowledge are considered, capitalizes on diversity as an asset in the classroom, uses materials and lessons that counteract stereotypes and acknowledges the contributions of all cultures</p>	Choose one: <input type="checkbox"/> Not Observed <input type="checkbox"/> Emergent <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Proficient					Respectful of all students
<p>(Emergent) Plans for students who have a variety of learning needs and interests, adapts the physical environment to support individual student needs, reviews information from learning plan(s) to support the needs of students</p> <p>c. <input checked="" type="checkbox"/> (Developing) Implements a variety of inclusion, <u>intervention</u> or enrichment practices to address unique learning needs and interests</p> <p>(Proficient) Initiates collaboration with colleagues to better understand and respond to student learning needs, provides opportunities and support for students to self-select tasks that accelerate progress towards their learning goals, and integrates self-advocacy skills into instruction</p>	Choose one: <input type="checkbox"/> Not Observed <input checked="" type="checkbox"/> Emergent <input type="checkbox"/> Developing <input type="checkbox"/> Proficient					Does K intervention. Dyslexia background helps w/ a variety of ways to work w/ them. Not much opportunity to self-select
<p>(Emergent) Establishes a classroom environment that is inviting to families and/or significant adults and respectful relationships with students, their families, and/or significant adults</p> <p>d. <input checked="" type="checkbox"/> (Developing) Uses a variety of methods to initiate communication with families and/or significant adults in the school and community.</p> <p>(Proficient) Coordinates communication between families and/or colleagues who provide student services, recognizes obstacles to family and community participation and seeks solutions to overcome them.</p>	Choose one: <input checked="" type="checkbox"/> Not Observed <input type="checkbox"/> Emergent <input type="checkbox"/> Developing <input type="checkbox"/> Proficient					Will be communicating for 5th grade concert

Areas of celebration: Takes initiative, plans lessons effectively. Pacing + time management is getting better

Growth areas/next steps: Quiet class before giving directions to ensure all get info. Repeat yourself often.

3.	PLAN AND DELIVER EFFECTIVE INSTRUCTION	Not Observed	Emergent	Developing	Proficient	Accomplished	FEEDBACK
a.	<p>(Emergent) Plans lessons that reflect the relationship of intellectual, physical, social, and emotional development of students</p> <p>(Developing) Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction</p> <p><input checked="" type="checkbox"/> (Proficient) Engages students in developmentally appropriate learning and creative learning experiences</p>	Choose one: Not Observed	Emergent	Developing	Proficient		Has a good grasp on what is developmentally appropriate
b.	<p>(Emergent) Determines students' current skill levels and uses that information to plan instruction, selects assessment strategies aligned to the learning objectives, monitors student learning in relation to the objective, shares feedback on student progress with families and/or significant adults</p> <p><input checked="" type="checkbox"/> (Developing) Uses assessment results to guide real-time adjustments to instruction, evaluates and documents student performance based on multiple measures to set learning goals, provides timely feedback to students that is academically focused, frequent, and high quality</p> <p>(Proficient) Models how to incorporate feedback to improve learning, provides students opportunities to revise their work based on feedback</p>	Choose one: Not Observed	Emergent	Developing	Proficient		Much informal assessment happening.
c.	<p>(Emergent) Plans lessons incorporating available technology, assesses available technology to use with instruction</p> <p><input checked="" type="checkbox"/> (Developing) Uses available technology to facilitate classroom instruction, develop students' knowledge and skills based on lesson outcomes, models responsible and ethical use of technology and applications</p> <p>(Proficient) Integrates available technology to enhance creativity, use of information, and collaboration</p>	Choose one: Not Observed	Emergent	Developing	Proficient		Has made some Smartboard files but could make more
d.	<p>(Emergent) Establishes expectations at a level that challenges students, plans lessons that incorporate critical thinking and problem-solving skills</p> <p><input checked="" type="checkbox"/> (Developing) Uses questioning strategies to develop students' critical thinking skills and problem-solving skills, uses wait time to encourage student responses.</p> <p><input checked="" type="checkbox"/> (Proficient) Models critical thinking and problem-solving skills</p>	Choose one: Not Observed	Emergent	Developing	Proficient		
e.	<p>(Emergent) Has a clear purpose for student collaboration.</p> <p><input checked="" type="checkbox"/> (Developing) Provides opportunities for students to participate using various roles and modes of communication, adjusts team composition based on learning objectives and student needs.</p> <p><input checked="" type="checkbox"/> (Proficient) Holds students accountable for work product and collaboration processes, promotes teamwork and leadership skills</p>	Choose one: Not Observed	Emergent	Developing	Proficient		Great collaboration on Salamanca market activity. Group work
f.	<p>(Emergent) Establishes classroom practices to support effective communication, provides clear directions to guide student learning and behavior</p> <p><input checked="" type="checkbox"/> (Developing) Articulates thoughts and ideas clearly and effectively, uses active listening strategies with students</p> <p>(Proficient) Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively</p>	Choose one: Not Observed	Emergent	Developing	Proficient		Working + improving clarity all the time. By 3rd/4th lesson is clear.

Areas of celebration:

Good with kids

Growth areas/next steps:

4. DEMONSTRATE PROFESSIONALISM	Not Observed	Emergent	Developing	Proficient	Accomplished	FEEDBACK
<p>(Emergent) Maintains confidentiality of student records as required by law, confidentiality of student, family, and fellow teacher interactions with colleagues, demonstrates reliable and responsible behavior</p> <p>a. (Developing) Models ethical behavior, interactions are respectful, consistent, and reasonable</p> <p><input checked="" type="checkbox"/> (Proficient) Promotes ethical behavior of students as individuals and as members of society</p>	Choose one: <input type="checkbox"/> Not Observed <input type="checkbox"/> Emergent <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Proficient				Very high level of integrity + professionalism. -18m	
<p>(Emergent) Engages in professional learning activities aligned to Colorado Academic Standards, school and district goals, and professional goals and growth plan</p> <p>b. (Developing) Applies knowledge and skills learned through professional learning to improve student outcomes</p> <p><input checked="" type="checkbox"/> (Proficient) Implements performance feedback from supervisor and/or colleagues to improve practice</p>	Choose one: <input type="checkbox"/> Not Observed <input type="checkbox"/> Emergent <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Proficient				Very coachable. takes feedback well + incorporates	
<p><input checked="" type="checkbox"/> (Emergent) Maintains a productive and respectful relationship with colleagues</p> <p>c. <input checked="" type="checkbox"/> (Developing) Adapts to the changing demands of the classroom and school environment</p> <p>(Proficient) Collaborates with colleagues to navigate change while maintaining a focus on student learning, contributes to school improvement planning</p>	Choose one: <input type="checkbox"/> Not Observed <input checked="" type="checkbox"/> Emergent <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Proficient					
<p>(Emergent) Contributes to school committees and teams</p> <p>d. (Developing) Seeks opportunities to lead, actively participates in school decision-making processes, acts as an informal mentor/resource to colleagues</p> <p>(Proficient) Increases the capacity of colleagues to identify and use multiple tools and strategies to improve practice, applies research as a key component of ongoing learning and development, promotes and inclusive school culture through family or community outreach</p>	Choose one: <input type="checkbox"/> Not Observed <input type="checkbox"/> Emergent <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Proficient				Comes to teacher meetings	

Areas of celebration:

Growth areas/next steps:

Overall Observations

What evidence of learning do you see and hear?

Can observe students performing, singing, creating.

Very good ideas for intervention time

Co-teaching feedback?

Always be thinking of "small bites for success". That can apply to us in long-range goals = concerts, projects, etc.

Are students meeting the learning targets regularly?

YES NO

At what level?

How do you know?

What evidence of learning do you see and hear?

Can observe students performing, singing, creating.

Very good ideas for intervention time

Always be thinking of "small pieces for success". That can apply to us in long-range goals = concepts, projects, etc.