



Observation Form #2

(expand fields as necessary)

Student Teacher [redacted]	School Cromwell
Cooperating Teacher [redacted]	Class/Subject Reading 5 th grade
University Supervisor [redacted]	Date 3/1/2024

Class session was (check one): <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Face-to-face	Session was for (check one) <input checked="" type="checkbox"/> whole class <input type="checkbox"/> half class <input type="checkbox"/> small group of ___ students
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Summary of class session:
 ELA small group rotations (book discussions, vocabulary work)

Notes about special circumstances/situations: NA

Planning and Preparation

1a.	Knowledge of subject matter and pedagogy – Standard 1, 7 (understands central concepts of the discipline taught and bridges curriculum to student experiences)
1b.	Knowledge of students – Standard 2, 3, 7 (understands how students learn and incorporates students’ skill levels, background, interests, language proficiency and special needs)
1c.	Learner Outcomes – Standard 2, 6, 7 (establishes and communicates clear and developmentally appropriate objectives which communicate high expectations)
1d.	Logical Instruction – Standard 1, 3, 4, 5, 7, 10 (helps develop critical thinking, problem solving and performance skills by planning suitable learning activities and providing resources and materials)

Observations / Comments:

[redacted] at lesson plan prior to observation.

Classroom Environment

2a.	Environment of Respect – Standard 3, 5, 6 (interacts with students in a firm yet respectful way with students even during times of conflict)
2b.	Establishes a Climate for Learning – Standard 3, 5 (creates a structured and predictable environment through expectations, management of groups, transitions, procedures, rituals and routines, daily schedule, etc.)

2c.	Managing Student Behavior – Standard 5 (responds to student behavior in a fashion that preserves teaching and learning time, is respectful and does not damage the teacher/student relationship)
2d.	Organized Physical Space – Standard 5 (designs physical space to promote safety, accessibility and learning)

Observations / Comments:

Students know the routine well. They had an opportunity to do a Spanish word search during transition time [redacted] gave many positive compliments to students if they completed it. Students really liked to show you their Spanish work. You gave many positive compliments (Good job! You can do it!).

Then students moved into a circle, and shared the book they are reading. There was good classroom management, and redirection of off task behavior!

Instruction

3a.	Communication – Standard 6 (communicates expectations, content and language objectives, procedures and directions using different modalities)
3b.	Facilitates Participation – Standard 2, 3, 4, 6 (demonstrates and models, utilizes regalia, incorporates higher order questioning, invites various forms of discussion, uses wait time and offers feedback to encourage participation)
3c.	Student Learning – Standard 1, 2, 3, 4, 5, 6, 7 (Engages and motivates students by activities and assignments)
3d.	Assessment – Standard 3, 4, 7, 8, 9 (Uses formal and informal assessment as a means to guide instruction)

Observations / Comments:

[redacted] began the class announcements in Spanish, and students knew the vocabulary! Awesome to share your language! One student wrote the new Spanish word/phrase on the board.

[redacted] led with the a student stating the weather forecast, “This Day in History”, National Day”, attendance.

The lesson began with a student summarizing the book, then another student added to that. I did not hear the content/objective stated, but it was on the projector. “Did you see any character traits?” Students answered.

*Sometimes is good to ask higher order thinking questions (Why do you think...What would happen if...How did you come up with that answer?, etc.) [redacted] asked about predictions – this is good as it fosters independent thinking based on the illustrations.

[redacted] had a lot of times of inviting discussions, making connections and had constant (formative) assessment asking about the chapter plots.

Next the students did independent work. Some students went to front of room and shared a vocabulary word (this is great to have students ‘teach the class’ – it supports student engagement!).

[redacted] asked “Where else have you heard the word ‘banish’ (Great job connecting!).

Professional Practice

4a.	Reflection – Standard 8, 9 (evaluates the effects of choices and actions on others, is able to take feedback and incorporate into practice)
4b.	Collaboration/Relationships – Standard 8, 9, 10 (demonstrates the ability to communicate, plan and collaborates effectively with cooperating teacher, other colleagues, the students, parents or guardians and the community)
4c.	Demonstrates Professionalism – Standard 9, 10 (complies with school and district rules, shows integrity and ethical conduct, punctuality, professional appearance/ dress and models appropriate language modeling)

Observations / Comments:

Cultural Standard (as stated in Lesson Plan):

 shared his Spanish language and used phonics to pronounce the new word/phrase.

Goals	Relevant SEPBT(s)
1. Full time teaching	
2.	
3.	

Supervisor's Signature:

Date:

September 2011 Design based on: Danielson, Charlotte. (2007). Enhancing professional practice: A framework for teaching [2nd ed.]. Alexandria, VA; ASCD and MN Standards of Effective Practice for Beginning Teachers.