



Student Teacher: _____ Date: _____ Time: _____
Subject/Course: _____ Observation #: _____

Instructional Look fors:**Notes:***Specific, Observed Examples*

Learner Development: ○ Connected lessons to student interests, personal experiences and prior knowledge. ○ Assessed what students know (ex: KWL). ○ Collects data about student development, takes notes or keeps records on student learning. ○ Used flexible grouping. ○ Monitored & adjusted throughout the lesson based on student responses.	
Positive Classroom Environment/Attention: <i>Promotes a positive learning environment, connecting with learners and promoting student success.</i> ○ Positive relationship building is evident. ○ Used attention getter/call backs. ○ Communicates and reinforces task and behavior expectations as needed. ○ Developed routines and support expectations. ○ Expectations are visible in the classroom. ○ Strategic and intentional with proximity. ○ Non-Verbal & verbal signals to redirect/reinforce expectations. ○ Verbal Redirect/Reminder. ○ Acknowledged positive behaviors. *Positive to Corrective Ratio P _____ C _____ ○ Practiced private redirections with students. ○ Organized the classroom for learning. ○ Followed through, after redirect, to preserve the learning environment.	
Lesson Structure: <i>Organizes lessons into a clear sequence: intro, instruction, and closure.</i> ○ Utilized and followed thoroughly planned lesson. ○ Ensured alignment of all content with standards. ○ Used classroom assessment to inform planning and instructional decisions. ○ Utilized evidence-based strategies and can articulate why they were used. ○ Clearly communicated and revisited lesson objectives. ○ Learning experiences were linked to objectives. ○ Performance tasks provided were planned and provided multiple ways for students to demonstrate understanding.	



○ Scaffolded learning (gradual release) to support student learning. ○ Prepared necessary resources and materials to include technology. ○ Conducted the lesson with an energetic, well-paced flow. ○ Smooth, non-disruptive transitions were evident. ○ Re-teaching or extension of the lesson were present. ○ Checks for understanding were used throughout the lesson.	
Instructional Strategies/Application of Content: ○ Used engagement strategies that are purposeful to ensure student involvement. ○ Supported students in making sense of and articulating the new knowledge. ○ Used higher level questioning to promote critical thinking. ○ Supported students in developing their own questions and making connections to the content. ○ Designed lesson plan to build on prior knowledge. ○ Used inquiry processes, that were open ended, to allow for critical thinking vs. absolute responses. ○ Provided opportunities for all students to respond. ○ Provided opportunities for students to apply content to real world contexts. ○ Allowed for adequate think time. ○ Incorporated digital tools that are relevant and promoted student learning and creativity. ○ Encouraged students to showcase and articulate their learning. ○ Allowed students to engage in dialogue, share ideas and form positive relationships with peers.	
Feedback: ○ Offered students clear criteria and performance standards by which their work will be evaluated. ○ Provided specific, immediate feedback. ○ Provided precise feedback that is supported with evidence. ○ Offered on-going feedback to engage students in their own learning. ○ Provided a model and/or example to students.	
Differentiates Instruction/Knowledge of Students: <i>Understands individual differences & development.</i>	



○ Identified student needs and varied learning experiences. ○ Used data to adjust teaching. ○ Used assessments/data to guide differentiated instruction. ○ Made intentional flexible groups. ○ Provided opportunities for student choice. ○ Included multiple levels of activities. ○ Created multiple ways for students to demonstrate learning. ○ Re-taught lesson using varied methods and/or strategies. ○ Implemented developmentally appropriate and challenging learning experiences.	
Professionalism: ○ Conveys a professional decorum. ○ Responds to people/problems effectively. ○ Demonstrates professional oral and written communication. ○ Demonstrates timely and reliable communication. ○ Seeks, accepts and implements feedback from a variety of sources. ○ Invites and welcomes constructive criticism. ○ Responds positively to constructive feedback. ○ Implements Goals/Suggestions to Improve Practice. ○ Collaborates with school professionals to plan and facilitate learning. ○ Contributes positively to the school culture. ○ Interacts with Families Through a Variety of Ways. ○ Maintains regular, on time attendance. ○ Models professionalism through professional dress, preparedness, and ethical & confidential practices. ○ Is poised, tactful and responsive to others.	

Comments:
