| Shorter University Formative Observ | vation Tool: Course | | Grade | e Content | |
|---|---|--|---|--|--|
| Candidate Name: | | Date of Observation | OI | bservation Number | |
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| Performance Standard 1: Professional Knowledge | | | | | |
| The teacher candidate demonstrates an unde experiences. | rstanding of the curriculum, subjec | t content, pedagogical knowledge, and | the needs of studen | ts by providing relevant learning | |
| Performance Indicators at the Level III Level | | | | | |
| 1.1 Addresses appropriate curriculum standard | ds and integrates key content elem | ents. | | | |
| 1.2 Facilitates students' use of higher-level thin | nking skills in instruction. | | | | |
| 1.3 Demonstrates ability to link present conten | nt with past and future learning exp | periences, other subject areas, and real-w | orld experiences and | d applications. | |
| 1.4 Demonstrates accurate, deep, and current | knowledge of subject matter. | | | | |
| 1.5 Exhibits pedagogical skills relevant to the s | subject area(s) taught and best prac | tice based on current research. | | | |
| 1.6 Bases instruction on goals that reflect high | expectations for all students and a | clear understanding of the curriculum. | | | |
| 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group. InTASC 4—Content Knowledge CK.1 Uses accurate, comprehensive, and useful resources/visuals CK.2 Uses curricular materials that are accurate and appropriate CK.3 Recognizes and addresses potential content misunderstandings CK.4 Creates opportunities for learners to learn, practice and master content vocabulary CK.5 Engages learners in questioning and analyzing ideas from diverse perspectives InTASC 5—Application of Content Knowledge AC.1 Integrates content knowledge and skills with other subjects | | | | | |
| Performance Rubrics Level IV | ☐ Level III | □ Leve | el II | ☐ Level I | |
| The teacher candidate continually | The teacher candidate consistent | | | The teacher candidate inadequately | |
| demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Level IV continually seek ways to serve as role models or teacher candidate leaders.) Notes, comments, and/or examples of evidential endormals. | demonstrates an understanding of curriculum, subject content, peda knowledge, and the needs of stud providing relevant learning experi | gogical curriculum, subject con knowledge, and studen fluidity in using the knowledge. | tent, pedagogical t needs, or lacks | demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice. | |
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| Shorter University Formative Obs | ervation Tool: Course | Professor G | rade Content |
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| Candidate Name: | Da | Professor G te of Observation | Observation Number |
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| Performance Standard 2: Instructio | | | |
| | nd local school district curricula and standards | , effective strategies, resources, and data to ad | dress the differentiated needs of all |
| students. | | | |
| Performance Indicators at the Level III Lev | <u>el</u> | | |
| 2.1 Analyzes and uses student learning data | = | | |
| | | (e.g., long-term goals, lesson plans, and syllabi) | |
| 2.3 Plans instruction effectively for content | · · · · · · | | |
| 2.4 Plans for instruction to meet the needs | | | |
| | o state and local school district curricula and sta | | |
| | daily plans, and is able to adapt plans when ne | eded. | |
| InTASC 1—Learner Development | | | |
| | learner development, differences, languages, a | nd cultural assets | |
| L1.2 Pre-assesses student thinking and expe | eriences | | |
| InTASC 2—Learner Differences | . 1155 | | |
| L2.4 Makes provisions for exceptional learn | | | |
| InTASC 5—Application of Content Knowledge | | De de De en esta en en | |
| <u> </u> | n another discipline to engage learners in interc | • • | |
| | tion and literacy skills relevant to the content a | | |
| | independently identify issues or problems of in | | |
| Performance Rubrics | cifying and accessing local and global resources | to help address questions of issues | |
| Level IV | ☐ Level III | ☐ Level II | ☐ Level I |
| The teacher candidate continually seeks | The teacher candidate consistently plans | The teacher candidate inconsistently uses | The teacher candidate does not plan, or |
| and uses multiple data and real world | using state and local school district curricula | state and local school district curricula and | plans without adequately using state |
| resources to plan differentiated | and standards, effective strategies, | standards, or inconsistently uses effective | and local school district curricula and |
| instruction to meet the individual student | _ | strategies, resources, or data in planning to | standards, or without using effective |
| needs and interests in order to promote | differentiated needs of all students. | meet the needs of all students. | strategies, resources, or data to meet |
| student accountability and engagement. | | | the needs of all students. |
| Notes comments and/or examples of evi | dence or artifacts to demonstrate performanc | e on this standard: | |
| reaction, comments, and, or examples or ever | sence of artifacts to demonstrate performance | c on this standard. | |
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| Shorter University Formative Ob | oservation Tool: Course | Professor G | rade Content |
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| Candidate Name: | Dat | e of Observation | Observation Number |
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| Performance Standard 3: Instruct | ional Strategies | | |
| The teacher candidate promotes student | t learning by using research-based instructional s | trategies relevant to the content to engage st | udents in active learning and to facilitate |
| the students' acquisition of key knowled | ge and skills. | | |
| Performance Indicators at the Level III Le | <u>evel</u> | | |
| 3.1 Engages students in active learning ar | nd maintains interest. | | |
| 3.2 Builds upon students' existing knowle | edge and skills. | | |
| 3.3 Reinforces learning goals consistently | throughout the lesson. | | |
| 3.4 Uses a variety of research-based instr | uctional strategies and resources. | | |
| 3.5 Effectively uses appropriate instruction | onal technology to enhance student learning. | | |
| 3.6 Communicates and presents material | clearly, and checks for understanding. | | |
| 3.7 Develops higher-order thinking throu | gh questioning and problem-solving activities. | | |
| 3.8 Engages students in authentic learnin | g by providing real-life examples and interdiscipling | nary connections. | |
| InTASC 8—Instructional Strategies | | • | |
| IS.1 Uses appropriate wait time for quest | ions and encourages learner reflection | | |
| IS.2 Provides clear, posted instructions | | | |
| IS.3 Transitions smoothly | | | |
| IS.4 Begins with an intro/motivational "gr | | and neighbourned and an encouncide contact | |
| IS.6 Scaffolds student learning of academ | nigher order learning experiences rooted in persor | ial, cultural, and community assets | |
| IS.7 Supports students' communication sl | | | |
| Performance Rubrics | WII J | | |
| ☐ Level IV | ☐ Level III | ☐ Level II | ☐ Level I |
| The teacher candidate continually | The teacher candidate consistently promotes | The teacher candidate inconsistently uses | The teacher candidate does not use |
| facilitates students' engagement in | student learning by using research-based | research-based instructional strategies. The | research-based instructional strategies, |
| metacognitive learning, higher-order | instructional strategies relevant to the | strategies used are sometimes not | nor are the instructional strategies |
| thinking skills, and application of | content to engage students in active learning, | appropriate for the content area or for | relevant to the content area. The |
| learning in current and relevant ways. | and to facilitate the students' acquisition of | engaging students in active learning or for | strategies do not engage students in |
| | key skills. | the acquisition of key skills. | active learning or acquisition of key skills. |
| Notes, comments, and/or examples of e | vidence or artifacts to demonstrate performance | on this standard: | |
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| | bservation Tool: Course | Professor Date of Observation | Grade <i>Observo</i> | Content ntion Number |
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| Performance Standard 4: Differe | ntiated Instruction | | | |
| The teacher candidate challenges and s | supports each student's learning by providing | appropriate content and developing skills wh | ich address indiv | idual learning differences. |
| Performance Indicators at the Level III | Level | | | |
| 4.1 Differentiates the instructional conto | ent, process, product, and learning environme | ent to meet individual developmental needs. | | |
| 4.2 Provides remediation, enrichment, a | and acceleration to further student understand | ding of material. | | |
| 4.3 Uses flexible grouping strategies to e | encourage appropriate peer interaction and to | accommodate learning needs/goals. | | |
| 4.4 Uses diagnostic, formative, and sum | mative assessment data to inform instruction | al modifications for individual students. | | |
| 4.5 Develops critical and creative thinking | ng by providing activities at the appropriate le | vel of challenge for students. | | |
| 4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels. InTASC 1—Learner Development L1.3 Monitors group and individual performance to modify instruction to meet learners' needs L1.4 Instruction takes into account learner development, differences, languages, and cultural assets InTASC 2—Learner Differences L2.1 Provides specific, individualized supports L2.2 Provides language supports for different learning needs and/or language acquisition L2.3 Facilitates learners in taking responsibility for choosing approaches to a learning task to become independent learners | | | | |
| Performance Rubrics | , 911 | | | |
| ☐ Level IV | ☐ Level III | ☐ Level II | | ☐ Level I |
| The teacher candidate continually 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. Notes, comments, and/or examples of | The teacher candidate consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences. evidence or artifacts to demonstrate perform | The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences. | students by pro | ndidate does not challenge oviding appropriate content or skills which address individual ences. |
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| Shorter University Formative Obs | servation Tool: Course | | | Content |
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| Candidate Name: | Da | te of Observation | Observa | tion Number |
| Performance Standard 5: Assessmo | ent Strategies | | | |
| The teacher candidate systematically chocontent and student population. | oses a variety of diagnostic, formative, and sur | nmative assessment strategies and instrume | nts that are va | lid and appropriate for the |
| Performance Indicators at the Level III Level 5.1 Aligns student assessment with the est | | | | |
| 5.2 Involves students in setting learning go | pals and monitoring their own progress. | | | |
| | termine individual student needs and progress. | | | |
| | for diagnostic, formative, and summative purpo | oses. | | |
| | I mastery in relationship to content goals and ob | | | |
| | appropriate for the developmental level of stude | | | |
| 5.7 Collaborates with others to develop common assessments, when appropriate. InTASC 6—Assessment A.1 Engages learners in understanding and identifying quality work A.2 Uses technology in meaningful and appropriate ways to support assessment and engage learners in assessment | | | | |
| Performance Rubrics | propriate ways to support assessment and enga | ge rearriers in assessment | | |
| ☐ Level IV | ☐ Level III | ☐ Level II | | ☐ Level I |
| The teacher candidate continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. | The teacher candidate systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. | The teacher candidate inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population. | inadequate v formative, an strategies or t | candidate chooses an variety of diagnostic, and summative assessment the instruments are not for the content or student |
| Notes, comments, and/or examples of ev | idence or artifacts to demonstrate performanc | e on this standard: | <u>I</u> | |
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| Shorter University Formative Obs | ervation Tool: Course | Professor Gr | ade Content |
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| Candidate Name: | Date | of Observation | _ Observation Number |
| Performance Standard 6: Assessme | nt Uses | | |
| The teacher candidate systematically gath provide timely and constructive feedback t | ers, analyzes, and uses relevant data to measure to both students and parents. | student progress, to inform instructional co | ntent and delivery methods, and to |
| Performance Indicators at the Level III Level | | | |
| 6.1 Uses diagnostic assessment data to dev | elop learning goals for students, to differentiate in | struction, and to document learning. | |
| 6.2 Plans a variety of formal and informal as | ssessments aligned with instructional results to me | easure student mastery of learning objectives | ;. |
| 6.3 Uses assessment tools for both formative | ve and summative purposes to inform, guide, and | adjust instruction. | |
| 6.4 Systematically analyzes and uses data to | o measure student progress, to design appropriate | interventions, and to inform long- and short | -term instructional decisions. |
| 6.5 Shares accurate results of student progr | ress with students, parents, and key school person | nel. | |
| 6.6 Provides constructive and frequent feed | dback to students on their progress toward their le | arning goals. | |
| 6.7 Teaches students how to self-assess and | d to use metacognitive strategies in support of life | long learning. | |
| InTASC 6—Assessment | | | |
| A.3 Provides means for students to act on a | assessment feedback | | |
| Performance Rubrics | | | |
| ☐ Level IV | ☐ Level III | ☐ Level II | ☐ Level I |
| The teacher candidate continually | The teacher candidate systematically and | The teacher candidate inconsistently | The teacher candidate does not |
| demonstrates expertise in using data to | consistently gathers, analyzes, and uses | gathers, analyzes, or uses relevant data | gather, analyze, or use relevant data |
| measure student progress and leads | relevant data to measure student progress, to | to measure student progress, | to measure student progress, to inform |
| others in the effective use of data to | inform instructional content and delivery | inconsistently uses data to inform | instructional content and delivery |
| inform instructional decisions. (Teacher | methods, and to provide timely and | instructional content and delivery | methods, or to provide feedback in a |
| candidate rated as | constructive feedback to both students and | methods, or inconsistently provides | constructive or timely manner. |
| Level IV continually seeks ways to serve | parents. | timely or constructive feedback. | |
| as role models or teacher candidate | | | |
| leaders.) | | | |
| Notes, comments, and/or examples of evid | dence or artifacts to demonstrate performance of | n this standard: | |
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| Shorter University Formative Observation Too Candidate Name: | | Date of Observation | Observatio | on Number |
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| | onment | | | |
| Performance Standard 7: Positive Learning Envir | | | | |
| The teacher candidate provides a well-managed, safe, an | | s conducive to learning and encourages respect | t for all. | |
| Performance Indicators at the Level III Level | | | | |
| 7.1 Responds to disruptions in a timely, appropriate manner | | | | |
| 7.2 Establishes clear expectations for classroom rules, rout | nes, and procedures and enf | orces them consistently and appropriately. | | |
| 7.3 Models caring, fairness, respect, and enthusiasm for lea | rning. | | | |
| 7.4 Promotes a climate of trust and teamwork within the c | assroom. | | | |
| 7.5 Promotes respect for and understanding of students' d | versity, including – but not li | mited to – race, color, religion, sex, national ori | gin, or disability. | |
| 7.6 Actively listens and pays attention to students' needs a | nd responses. | | | |
| 7.7 Creates a warm, attractive, inviting, and supportive class | sroom environment. | | | |
| 7.8 Arranges the classroom materials and resources to faci | itate group and individual ac | tivities. | | |
| InTASC 3 – Learning Environments | | | | |
| LE.1 Uses effective management strategies to engage stud | | | | |
| LE.2 Maintains a democratic community in which students | assume responsibilities | | | |
| Performance Rubrics | | | | |
| | Level III | ☐ Level II | | ☐ Level I |
| | didate consistently | The teacher candidate inconsistently | | andidate inadequately |
| | managed, safe, and orderly | provides a well-managed, safe, and orderly | | dent behavior, displays a |
| <u> </u> | t is conducive to learning | environment that is conducive to learning | _ | ide toward students, |
| where students are encouraged to take and encourages | respect for all. | and encourages respect for all. | - | standards, or does not |
| risks and ownership of their own | | | 1 | vide an orderly |
| learning behavior. | | | | hat is conducive to |
| | | | learning or en | courages respect for all. |
| Notes, comments, and/or examples of evidence or artifac | ts to demonstrate performa | nce on this standard: | L | |
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| Shorter University Formative Obse | ervation Tool: Course | Professor | Grade | Content | |
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| Candidate Name: | Do | ate of Observation | Observation | on Number | |
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| Performance Standard 8: Academically Challenging Environment | | | | | |
| | ntered, academic environment in which teac | hing and learning occur at high levels and st | udents are self-di | rected learners. | |
| Performance Indicators at the Level III Leve | <u>l</u> | | | | |
| 8.1 Maximizes instructional time. | | | | | |
| , | ıld be embraced as a valuable part of learning | | | | |
| | dents with appropriately challenging and rele | evant material and assignments. | | | |
| 8.4 Provides transitions that minimize loss of | | | | | |
| 8.5 Communicates high, but reasonable, exp | <u> </u> | | | | |
| | ical and creative thinking, and pushes studen | ts to achieve goals. | | | |
| 8.7 Encourages students to explore new idea | as and take academic risks. | | | | |
| InTASC 3 – Learning Environments | Haamina | | | | |
| LE.3 Provides for collaborative and individua | _ | cfully directing their own learning | | | |
| LE.5 Keeps students actively engaged | arning or there is evidence of students succes | stully directing their own learning | | | |
| LE.6 Motivates students to learn and/or ackr | nowledges effort | | | | |
| Performance Rubrics | lowledges enort | | | | |
| □ Level IV | ☐ Level III | ☐ Level II | | ☐ Level I | |
| The teacher candidate continually creates | The teacher candidate consistently | The teacher candidate inconsistently | The teacher can | ndidate does not provide a | |
| an academic learning environment where | creates a student-centered, academic | provides a student-centered, academic | | ed, academic environment | |
| students are encouraged to set | environment in which teaching and | environment in which teaching and | | ng and learning occur at | |
| challenging learning goals and tackle | learning occur at high levels and students | learning occur at high levels or where | | where students are self- | |
| challenging materials. | are self-directed learners. | students are self-directed learners. | directed learne | | |
| | | | | | |
| Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard: | | | | | |
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| Shorter University Formative O | Observation Tool: Course | Professor | Grade Content |
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| Candidate Name: | | Date of Observation | Observation Number |
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| Performance Standard 9: Profess | sionalism | | |
| The teacher candidate exhibits a comm | itment to professional ethics and the school's | mission, participates in professional growth op | portunities to support student learning, and |
| contributes to the profession. | | | |
| Performance Indicators at the Level III | <u>Level</u> | | |
| 9.1 Carries out duties in accordance with | h federal and state laws, Code of Ethics, and es | tablished state and local school board policies, r | egulations, and practices. |
| 9.2 Maintains professional demeanor ar | nd behavior (e.g., appearance, punctuality and | attendance). | |
| 9.3 Respects and maintains confidential | ity. | | |
| 9.4 Evaluates and identifies areas of per | sonal strengths and weaknesses related to pro | fessional skills and their impact on student learr | ning and sets goals for improvement. |
| 9.5 Participates in ongoing professional learning into classroom activities. | growth activities based on identified areas for | improvement (e.g., mentoring, peer coaching, c | ourse work, conferences) and incorporates |
| 9.6 Demonstrates flexibility in adapting | to school change. | | |
| 9.7 Engages in activities outside the clas | sroom intended for school and student enhance | cement | |
| | with students, parents, faculty, and staff. | | |
| | • | lback from mentor teacher about teaching and i | mpact on student learning. |
| InTASC 9 – Professional Learning and Etl | <u>=</u> : | and the state of t | past on staucht rearming. |
| PL.1 Accepts, uses, and responds to feed | dback | | |
| PL.2 Maintains consistent attendance ar | nd punctuality | | |
| PL.3 Dresses appropriately for the positi | ion | | |
| InTASC 10 – Leadership and Collaboration | <u>on</u> | | |
| LC.1 Improves practice through research | 1 | | |
| Performance Rubrics | _ | _ | _ |
| ☐ Level IV | ☐ Level III | ☐ Level II | ☐ Level I |
| The teacher candidate continually | The teacher candidate consistently exhibits | The teacher candidate inconsistently | The teacher candidate shows a disregard |
| engages in a high level of professional | a commitment to professional ethics and | supports the school's mission or seldom | toward professional ethics or the school's |
| growth and application of skills and | the school's mission, participates in | participates in professional growth | mission or rarely takes advantage of |
| contributes to the development of | professional growth opportunities to | opportunities. | professional growth opportunities. |
| others and the well-being of the school and community. | support student learning, and contributes | | |
| scrioor and community. | to the profession. | | |
| Notes, comments, and/or examples of | evidence or artifacts to demonstrate perform | ance on this standard: | .1 |
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| Shorter University Formative Ol | bservation Tool: Course | Professor | Grade Content |
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| Performance Standard 10: Comm | unication | | |
| The teacher candidate communicates efficiently. | fectively with students, parents or guardians, | district and school personnel, and other stake | holders in ways that enhance student |
| Performance Indicators at the Level III Level | | | |
| 10.1 Uses verbal and non-verbal commun | nication techniques to foster positive interaction | ons and promote learning in the classroom and | school environment. |
| 10.2 Engages in ongoing communication | and shares instructional goals, expectations, a | nd student progress with families in a timely ar | nd constructive manner. |
| 10.3 Collaborates and networks with coll | eagues and community to reach educational de | ecisions that enhance and promote student lea | arning. |
| 10.4 Uses precise language, correct vocal | bulary and grammar, and appropriate forms of | foral and written communication. | |
| 10.5 Explains directions, concepts, and le | esson content to students in a logical, sequentia | al, and age-appropriate manner. | |
| 10.6 Adheres to school and district polici | es regarding communication of student inform | nation. | |
| 10.7 Creates a climate of accessibility for | parents and students by demonstrating a colla | aborative and approachable style. | |
| 10.8 Listens and responds with cultural a | wareness, empathy, and understanding to the | voice and opinions of stakeholders (parents, c | ommunity, students, and colleagues). |
| 10.9 Uses modes of communication that | are appropriate for a given situation. | | |
| 10.10 Engages in appropriate conversation | ons and maintains confidentiality of information | n related to students, parents, faculty, and sta | f. Such conversations include text messaging, |
| social media, emails, etc. | | | |
| InTASC 10 – Leadership and Collaboration | | to a malastic masking a cristal and a company of a cristic and a company | |
| Performance Rubrics | ropriately, and regularly to develop collaborati | ive relationships with learners, families, colleag | ues, and the local community |
| □ Level IV | ☐ Level III | ☐ Level II | ☐ Level I |
| The teacher candidate continually uses | The teacher candidate communicates | The teacher candidate inconsistently | The teacher candidate inadequately |
| communication techniques in a variety | effectively and consistently with students, | communicates with students, parents or | communicates with students, parents or |
| of situations to proactively inform, | parents or guardians, district and school | guardians, district and school personnel, or | guardians, district and school personnel, or |
| network, and collaborate with | personnel, and other stakeholders in ways | other stakeholders or communicates in | other stakeholders by poorly acknowledging |
| stakeholders to enhance student | that enhance student learning. | ways that only partially enhance student | concerns, responding to inquiries, or |
| learning. | | learning. | encouraging involvement. |
| Notes, comments, and/or examples of e | l evidence or artifacts to demonstrate performa | nnce on this standard: | |
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