# Shorter University Formative Observation Tool: Course \_\_\_\_\_ Professor \_\_\_\_\_ Grade \_\_\_\_ Content \_\_\_\_\_

Candidate Name: \_\_\_\_\_

the curriculum. (Teacher candidates rated as

Level IV continually seek ways to serve as

role models or teacher candidate leaders.)

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needs, or does not use the

knowledge in practice.

**Performance Standard 1: Professional Knowledge** The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. Performance Indicators at the Level III Level 1.1 Addresses appropriate curriculum standards and integrates key content elements. 1.2 Facilitates students' use of higher-level thinking skills in instruction. 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. 1.4 Demonstrates accurate, deep, and current knowledge of subject matter. 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice 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 III Level IV Level II Level I The teacher candidate **continually** The teacher candidate **consistently** The teacher candidate inconsistently The teacher candidate **inadequately** demonstrates extensive content and demonstrates an understanding of the demonstrates understanding of demonstrates understanding of pedagogical knowledge, enriches the curriculum, subject content, pedagogical curriculum, subject content, pedagogical curriculum, subject content, curriculum, and guides others in enriching knowledge, and the needs of students by knowledge, and student needs, or lacks pedagogical knowledge and student

fluidity in using the knowledge in practice.

Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:

providing relevant learning experiences.

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Performance Standard 2: Instructio The teacher candidate plans using state an students.	nd local school district curricula and standards,	effective strategies, resources, and data to ad	dress the differentiated needs of all
Performance Indicators at the Level III Lev	<u>el</u>		
2.1 Analyzes and uses student learning data	a to inform planning		
2.2 Develops plans that are clear, logical, se	equential, and integrated across the curriculum	(e.g., long-term goals, lesson plans, and syllabi).	
2.3 Plans instruction effectively for content	mastery, pacing, and transitions.		
2.4 Plans for instruction to meet the needs	of all students.		
2.5 Aligns and connects lesson objectives to	o state and local school district curricula and sta	ndards, and student learning needs.	
2.6 Develops appropriate course, unit, and	daily plans, and is able to adapt plans when nee	ded.	
InTASC 1—Learner Development			
	learner development, differences, languages, an	d cultural assets	
L1.2 Pre-assesses student thinking and exp	eriences		
nTASC 2—Learner Differences			
L2.4 Makes provisions for exceptional learn	•		
InTASC 5—Application of Content Knowled			
	another discipline to engage learners in interd		
	ion and literacy skills relevant to the content ar		
	independently identify issues or problems of int		
•	ifying and accessing local and global resources t	o help address questions or issues	
Performance Rubrics	<b>—</b>	<u> </u>	
The teacher candidate continually seeks	The teacher candidate <b>consistently plans</b>	The teacher candidate <b>inconsistently uses</b>	The teacher candidate does not plan, o
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, <b>or</b> inconsistently uses effective	and local school district curricula and
nstruction to meet the individual student	resources, and data to address the	strategies, resources, <b>or</b> data in planning to	standards, <b>or</b> without using effective
needs and interests in order to promote	differentiated needs of all students.	meet the needs of all students.	strategies, resources, <b>or</b> data to meet
student accountability and engagement.			the needs of all students.
Notes, comments, and/or examples of evi	dence or artifacts to demonstrate performance	on this standard:	1
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Shorter University Formative Observation Tool: Course	Professor	Grade	Content
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The teacher candidate promotes student the students' acquisition of key knowled	ional Strategies t learning by using research-based instructional s ge and skills.	trategies relevant to the content to engage st	udents in active learning and to facilitate
Performance Indicators at the Level III Le			
3.1 Engages students in active learning ar			
3.2 Builds upon students' existing knowle	dge 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 interdisciplir	nary connections.	
nTASC 8—Instructional Strategies			
S.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			
	higher order learning experiences rooted in persor	hal, cultural, and community assets	
IS.6 Scaffolds student learning of academ IS.7 Supports students' communication sl			
Performance Rubrics	XIII3		
		🗆 Level II	
The teacher candidate <b>continually</b>	The teacher candidate consistently promotes	The teacher candidate inconsistently uses	The teacher candidate <b>does not use</b>
acilitates 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
hinking skills, and application of	content to engage students in active learning,	appropriate for the content area <b>or</b> for	relevant to the content area. The
earning in current and relevant ways.	and to facilitate the students' acquisition of key skills.	engaging students in active learning <b>or</b> for the acquisition of key skills.	strategies do not engage students in active learning <b>or</b> acquisition of key skil
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# **Performance Standard 4: Differentiated Instruction**

The teacher candidate challenges and s	supports each student's learning by providing	g appropriate content and developing skills wh	nich address individual learnina differences.
Performance Indicators at the Level III		5 * p p · · p	
	ent, process, product, and learning environme	ent to meet individual developmental needs.	
4.2 Provides remediation, enrichment, a	and acceleration to further student understan	ding of material.	
	encourage appropriate peer interaction and t	•	
	imative assessment data to inform instruction		
-	ng by providing activities at the appropriate le		
•		-	
• • •	tions for all students commensurate with the	ar developmental levels.	
InTASC 1—Learner Development	ormance to modify instruction to meet learne	ars' needs	
	ner development, differences, languages, and		
InTASC 2—Learner Differences			
L2.1 Provides specific, individualized sup	oports		
L2.2 Provides language supports for diff	erent learning needs and/or language acquisi	tion	
• •	nsibility for choosing approaches to a learning	task to become independent learners	
Performance Rubrics			
Level IV	Level III	Level II	Level I
The teacher candidate continually	The teacher candidate <b>consistently</b>	The teacher candidate inconsistently	The teacher candidate does not challenge
facilitates each student's	challenges and supports each student's	challenges students by providing	students by providing appropriate content <b>or</b>
opportunities to learn by engaging	learning by providing appropriate content	appropriate content <b>or</b> by developing skills	by developing skills which address individual
him/her in critical and creative	and developing skills which address	which address individual learning	learning differences.
thinking and challenging activities	individual learning differences.	differences.	
tailored to address individual learning			
needs and interests.			
Notes, comments, and/or examples of	evidence or artifacts to demonstrate perform	mance on this standard:	

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# **Performance Standard 5: Assessment Strategies**

The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

### Performance Indicators at the Level III Level

5.1 Aligns student assessment with the established curriculum and benchmarks.

5.2 Involves students in setting learning goals and monitoring their own progress.

5.3 Varies and modifies assessments to determine individual student needs and progress.

5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.

5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.

5.6 Uses assessment techniques that are appropriate for the developmental level of students.

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**

Level IV	Level III	🗆 Level II	🗆 Level I
The teacher candidate continually	The teacher candidate systematically and	The teacher candidate inconsistently	The teacher candidate chooses an
demonstrates expertise and leads	consistently chooses a variety of diagnostic,	<b>chooses</b> a variety of diagnostic, formative,	inadequate variety of diagnostic,
others to determine and develop a	formative, and summative assessment	and summative assessment strategies or	formative, and summative assessment
variety of strategies and instruments	strategies and instruments that are valid and	the instruments are sometimes not	strategies or the instruments are not
that are valid and appropriate for the	appropriate for the content and student	appropriate for the content or student	appropriate for the content or student
content and student population and	population.	population.	population.
guides students to monitor and reflect			
on their own academic progress.			

Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:

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# **Performance Standard 6: Assessment Uses**

The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

# Performance Indicators at the Level III Level

6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.

6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.

6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.

6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.

6.5 Shares accurate results of student progress with students, parents, and key school personnel.

6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.

6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

# InTASC 6—Assessment

A.3 Provides means for students to act on 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 <b>does not</b>
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 evidence or artifacts to demonstrate performance on this standard:

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Performance Standard 7: Positive	Learning Environment		
The teacher candidate provides a well-m	anaged, safe, and orderly environment that i	s conducive to learning and encourages respect	for all.
Performance Indicators at the Level III Lo	evel		
7.1 Responds to disruptions in a timely, a	ppropriate manner.		
7.2 Establishes clear expectations for clas	sroom rules, routines, and procedures and en	forces them consistently and appropriately.	
7.3 Models caring, fairness, respect, and	enthusiasm for learning.		
7.4 Promotes a climate of trust and team	work within the classroom.		
7.5 Promotes respect for and understand	ing of students' diversity, including – but not l	imited to – race, color, religion, sex, national ori	gin, or disability.
7.6 Actively listens and pays attention to	students' needs and responses.		
7.7 Creates a warm, attractive, inviting, a	nd supportive classroom environment.		
_	I resources to facilitate group and individual ac	ctivities.	
InTASC 3 – Learning Environments			
LE.1 Uses effective management strategie	es to engage students		
LE.2 Maintains a democratic community	n which students assume responsibilities		
Performance Rubrics			-
🗆 Level IV	🗆 Level III	🗆 Level II	🗆 Level I
The teacher candidate continually	The teacher candidate consistently	The teacher candidate inconsistently	The teacher candidate inadequately
engages students in a collaborative and	provides a well-managed, safe, and orderly	provides a well-managed, safe, and orderly	addresses student behavior, displays a
self-directed learning environment	environment that is conducive to learning	environment that is conducive to learning	negative attitude toward students,
where students are encouraged to take	and encourages respect for all.	and encourages respect for all.	ignores safety standards, or does not
risks and ownership of their own			otherwise provide an orderly
have and ownership of their own			
learning behavior.			environment that is conducive to
•			environment that is conducive to learning or encourages respect for all.
learning behavior.	vidence or artifacts to demonstrate performa	nce on this standard:	
learning behavior.	vidence or artifacts to demonstrate performa	nce on this standard:	
learning behavior.	vidence or artifacts to demonstrate performa	nce on this standard:	
learning behavior.	vidence or artifacts to demonstrate performa	nce on this standard:	
learning behavior.	vidence or artifacts to demonstrate performa	nce on this standard:	
learning behavior.	vidence or artifacts to demonstrate performa	nce on this standard:	

Shorter University Formative Observation Tool: Course	Professor	Grade	Content
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The teacher candidate creates a student-ce	ntered, academic environment in which teac	hing and learning occur at high levels and s	tudents are self-directed learners.
Performance Indicators at the Level III Leve	<u>I</u>		
8.1 Maximizes instructional time.			
8.2 Conveys the message that mistakes shou	Ild be embraced as a valuable part of learning		
8.3 Encourages productivity by providing stu	idents with appropriately challenging and rele	evant material and assignments.	
8.4 Provides transitions that minimize loss o	f instructional time.		
8.5 Communicates high, but reasonable, exp	ectations for student learning.		
8.6 Provides academic rigor, encourages crit	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			
LE.3 Provides for collaborative and individua	l learning		
LE.4 Provides scaffolding for self-directed lea	arning or there is evidence of students succes	sfully directing their own learning	
LE.5 Keeps students actively engaged			
LE.6 Motivates students to learn and/or ack	nowledges effort		
Performance Rubrics			
Performance Rubrics	Level III	🗆 Level II	🗆 Level I
Level IV	Level III The teacher candidate consistently	Level II The teacher candidate inconsistently	Level I     The teacher candidate does not provide a
Level IV The teacher candidate continually creates			The teacher candidate <b>does not provide</b> a
Level IV The teacher candidate continually creates an academic learning environment where	The teacher candidate <b>consistently</b>	The teacher candidate inconsistently	The teacher candidate <b>does not provide</b> a
	The teacher candidate <b>consistently</b> <b>creates</b> a student-centered, academic	The teacher <b>candidate inconsistently</b> <b>provides</b> a student-centered, academic	The teacher candidate <b>does not provide</b> a student-centered, academic environment

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Performance Standard 9: Profess		mission participates in professional arouth	apportunities to support student learning and				
The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.							
Performance Indicators at the Level III	l evel						
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.							
9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).							
9.3 Respects and maintains confidentiality.							
	sonal strengths and weaknesses related to pro	fossional skills and their impact on student les	proving and sots goals for improvement				
·	-						
9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.							
9.6 Demonstrates flexibility in adapting	to school change.						
9.7 Engages in activities outside the class	sroom intended for school and student enhand	cement					
9.8 Maintains appropriate interactions	with students, parents, faculty, and staff.						
9.9 Engages in self-reflection about the	success of the lesson after teaching; seeks feed	back from mentor teacher about teaching an	d impact on student learning.				
InTASC 9 – Professional Learning and Et	•	C C					
PL.1 Accepts, uses, and responds to fee	dback						
PL.2 Maintains consistent attendance a	nd punctuality						
PL.3 Dresses appropriately for the posit	ion						
InTASC 10 – Leadership and Collaboration	<u>on</u>						
LC.1 Improves practice through research	n						
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	support student learning, and contributes						
school and community.	to the profession.						
Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:							

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# **Performance Standard 10: Communication**

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

#### Performance Indicators at the Level III Level

10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.

10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.

10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.

10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.

10.6 Adheres to school and district policies regarding communication of student information.

10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.

10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

10.9 Uses modes of communication that are appropriate for a given situation.

10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.

InTASC 10 – Leadership and Collaboration

LC.2 Uses technology professionally, appropriately, and regularly to develop collaborative relationships with learners, families, colleagues, and the local community

Performance Rubrics				
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 technic	ues in a variety	effectively and consistently with students,	communicates with students, parents or	communicates with students, parents or
of situations to proactiv	/ely inform,	parents or guardians, district and school	guardians, district and school personnel, or	guardians, district and school personnel, or
network, and collabora	te with	personnel, and other stakeholders in ways	other stakeholders or communicates in	other stakeholders by poorly acknowledging
stakeholders to enhance	e 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 evidence or artifacts to demonstrate performance on this standard: