

Teacher Candidate Observation Instrument*

Dalton State College Division of Education

*Georgia Framework for Teaching (GFT)

Candidate: _____ Observer: _____

School: _____ Subject/Grade Level: _____ Date: _____

Directions: (a) Under each indicator, underline the professional practices that are observed, (b) list specific evidence observed for the indicator, (c) in the # column, circle the numeral that reflects the practices observed for each indicator. Use the directions in the *COE Observation Instrument: Instructions for Use* manual to determine ratings.

Note: Level 1 = Indicator Not Demonstrated

Level 2 = Indicator Partially Demonstrated

Level 3 = Indicator Adequately Demonstrated

Level 4 = Indicator Effectively demonstrated

Level 5 = Indicator Exceptionally Demonstrated (Reserved for induction level and experienced teachers who are consistently exemplary over time; therefore, Level 5 should not be used to evaluate teacher candidates during practica or student teaching.)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.		
Indicators/Professional Practices	#	Evidence/Comments
I-A. Subject-Specific Content/Concepts		
1-2. Uncorrected teacher content/concept errors; uncorrected student errors	1 2	
3-4. Shows knowledge of content/concepts; corrects teacher and student errors	3 4	
5. Accurate content/concept knowledge; consistently helps students recognize and correct errors	5	
Not Able To Rate	NATR	
I-B. Pedagogical Content (Instructional Methods)		
1-2. Uses inappropriate instructional method; little evidence of making content appropriate for diverse learners; lacks connections to students' prior knowledge	1 2	
3-4. Uses appropriate instructional methods; makes content appropriate for diverse learners; connects learning to students' prior knowledge	3 4	
5. Consistently uses a variety of appropriate instructional methods; consistently makes content appropriate for diverse learners; consistently connects learning to students' prior knowledge	5	
Not Able To Rate	NATR	

<p>I-D. Content Connections</p> <p>1-2. Little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students' everyday lives</p> <p>3-4. Connects content to other subject areas; makes content relevant to students' everyday lives;</p> <p>5. Consistently connects content to other subject areas; consistently makes content relevant to students' everyday lives; affords students opportunities to make their own connections</p> <p>Not Able To Rate</p>	<p>1 2</p> <p>3 4</p> <p>5</p> <p>NATR</p>	
<p>II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.</p>		
<p>Indicators/Professional Practices</p>	<p>#</p>	<p>Evidence/Comments</p>
<p>II-C. Students' Development</p> <p>1-2. Not responsive to the intellectual, social, physical, and personal developmental needs of all students</p> <p>3-4. Responsive to the intellectual, social, physical, and personal developmental needs of all students</p> <p>5. Consistently sensitive, alert, and responsive to the specific intellectual, social, physical, and personal developmental needs of all students</p> <p>Not Able To Rate</p>	<p>1 2</p> <p>3 4</p> <p>5</p> <p>NATR</p>	
<p>III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.</p>		
<p>Indicators/Professional Practices</p>	<p>#</p>	<p>Evidence/Comments</p>
<p>III-B. Classroom Environment</p> <p>1-2. Inefficient management of time, space, and learning resources for diverse students' learning; students not productively engaged</p> <p>3-4. Appropriate management of time, space, and learning resources for diverse students' learning; students actively engaged</p> <p>5. Consistent and appropriate management of time, space, and learning resources for diverse students' learning; active/equitable engagement of students</p> <p>Not Able To Rate</p>	<p>1 2</p> <p>3 4</p> <p>5</p> <p>NATR</p>	
<p>III-C. Classroom Management</p> <p>1-2. Little or no evidence of a management plan; reactive classroom management style; behavior not monitored ; inconsistent/inappropriate responses to student behavior</p> <p>3-4. Follows classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time</p> <p>5. Consistently follows classroom management plan; proactive classroom management style; subtle/preventative monitoring; fair, respectful responses to student behavior; students monitor/adjust own behavior when appropriate</p> <p>Not Able To Rate</p>	<p>1 2</p> <p>3 4</p> <p>5</p> <p>NATR</p>	

<p>III-G. Communication</p> <p>1-2. Errors in spoken/written language; ineffective nonverbal communication; unclear directions; does not use effective questioning skills</p> <p>3-4. Error free spoken/written language; effective nonverbal communication; directions are clear or quickly clarified after initial student confusion; effective questioning and discussion strategies</p> <p>5. Consistently uses enriched/appropriate spoken/written language; effective nonverbal communication; effective questioning stimulates discussion in various ways</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	
<p>IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.</p>		
<p>Indicators/Professional Practices</p>	<p>#</p>	<p>Evidence/Comments</p>
<p>IV-C Assessment</p> <p>1-2. Inappropriate or no assessment of instructional objectives/outcomes/essential questions; assessments do not align with the instructional objectives/outcomes/essential questions and lesson procedures.</p> <p>3-4. Uses appropriate assessments that align with the instructional objectives/outcomes/essential questions and lesson procedures</p> <p>5. Consistently uses a variety of authentic and traditional assessments that align with instructional objectives/outcomes/essential questions and lesson procedures; assessments are used to modify learning goals for individuals and groups</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	
<p>V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.</p>		
<p>Indicators/Professional Practices</p>	<p>#</p>	<p>Evidence/Comments</p>
<p>V-B. Lesson Plan and Instruction</p> <p>1-2. Lesson plan and instruction lack clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned</p> <p>3-4. Lesson plan and instruction are logically organized and sequenced; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned</p> <p>5. Lesson plan and instruction consistently reflect findings from scientifically based research; appropriate organization and sequencing; appropriate pacing</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	
<p>V-C. Instructional Strategies</p> <p>1-2. Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriately matched to subject matter; strategies used inappropriately</p> <p>3-4. Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to subject matter; strategies used appropriately</p> <p>5. Consistently plans for and uses various strategies that engage and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	

<p>V-D. Monitoring and Adjustments</p> <p>1-2. Does not monitor lesson or monitors lesson but adheres firmly to instructional plan; no adjustment for students who do not understand or who have already mastered the content</p> <p>3-4. Monitors lesson; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct instruction</p> <p>5. Consistently monitors lesson and provides constructive and ongoing feedback; consistently and successfully makes modifications before and during the lesson to address student needs</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	
<p>V-F. Resources and Technology</p> <p>1-2. Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology is used superficially and does not enhance instruction</p> <p>3-4. Uses a variety of appropriate materials and resources; resources enhance instruction for diverse learners; uses technology effectively</p> <p>5. Consistently uses and monitors the effectiveness of a variety of appropriate materials and resources; resources consistently enhance instruction for diverse learners; students utilize resources, materials, and technology in their learning</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	
POST CONFERENCE		
VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.		
Indicators/Professional Practices	#	Evidence/Comments
<p>VI-D. Reflection</p> <p>1-2. Does not examine his/her teaching; does not suggest modifications to improve teaching practices and student achievement</p> <p>3-4. Examines own teaching; suggests modifications that would lead to improved teaching practices and student achievement</p> <p>5. Consistently examines own performance in the classroom; provides evidence of modifying teaching practices to increase student achievement</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	
<p>Comments:</p>		

Observer's Signature/Date

Candidate's Signature/Date