

South Florida State College

BSEE Formal Observation Form

Student Name: _____ Subject(s): _____ Grade Level(s): _____ Time: _____

Observer's Name: _____ Date: _____ Internship II _____ Internship III _____

Domain 2: The Classroom Environment	Observations
<p>Component 2a: <i>Creating an Environment of Respect and Rapport</i></p> <p>Proficiency in creating an environment of trust is characterized by:</p> <p><input type="checkbox"/> Positive Student Teacher interaction with students</p> <p><input type="checkbox"/> Respect for cultural, gender, and ability differences</p> <p><input type="checkbox"/> Supportive environment for student risk-taking</p>	
<p>Component 2b: <i>Establishing a Culture for Learning</i></p> <p>Proficiency in establishing a culture of learning is characterized by:</p> <p><input checked="" type="checkbox"/> Student Teacher's knowledge of the content</p> <p><input type="checkbox"/> Clearly stated expectations for learning and achievement</p> <p><input type="checkbox"/> Student pride in work</p> <p><input type="checkbox"/> The need to persevere in the face of difficulty is clearly communicated to the students.</p>	
<p>Component 2c: <i>Managing Classroom Procedures</i></p> <p>Proficiency in establishing class procedures is characterized by the use of :</p> <p><input type="checkbox"/> A system for management of instructional groups</p> <p><input type="checkbox"/> A system for management of transitions</p> <p><input type="checkbox"/> A system for management of materials and supplies</p> <p><input type="checkbox"/> A system for all procedures</p>	
<p>Component 2d: <i>Managing Student Behavior</i></p> <p>Proficiency in stopping misconduct and using effective, behavior management techniques is characterized by:</p> <p><input type="checkbox"/> Clearly visible and stated conduct expectations</p> <p><input type="checkbox"/> Monitoring of student behavior by proactive verbalization of expectations</p> <p><input type="checkbox"/> Appropriate response to student misbehavior and restating expectations</p>	

<p>Component 2e: <i>Organizing Physical Space</i></p> <p>Proficiency in organizing a safe physical space is characterized by:</p> <p><input type="checkbox"/> Safety and accessibility</p> <p><input type="checkbox"/> Safe arrangement of furniture and use of physical resources</p>	
Domain 3: Instruction	
<p>Component 3a: <i>Communicating with Students</i></p> <p>Proficiency in communicating with students is characterized by:</p> <p><input type="checkbox"/> Clearly stating the objective of the lesson and expectations for learning</p> <p><input type="checkbox"/> Providing concrete, sequential, complete directions for the task</p> <p><input type="checkbox"/> Demonstrating mastery of content</p>	Observations
<p>Component 3b: <i>Using Questioning and Discussion Techniques</i></p> <p>Proficiency in questioning and discussion is characterized by:</p> <p><input type="checkbox"/> Effectively checking for understanding using multiple strategies</p> <p><input type="checkbox"/> Adjusting instruction based on checks for understanding/student questions</p> <p><input type="checkbox"/> Consistently probing for higher level of understanding</p> <p><input type="checkbox"/> Using guided discussion techniques</p>	
<p>Component 3c: <i>Engaging Students in Learning</i></p> <p>Proficiency in engaging students in learning is characterized by:</p> <p><input type="checkbox"/> Delivery of engaging and challenging lessons</p> <p><input type="checkbox"/> Modification of instruction to respond to misconceptions</p> <p><input type="checkbox"/> Application of varied instructional strategies and resources, including technology to teach for understanding</p> <p><input type="checkbox"/> Differentiation of instruction based on assessment of student learning needs and recognition of individual student differences</p> <p>Immediate and specific feedback to students to scaffold learning</p>	

<p>Component 3d: <i>Using Assessment in Instruction</i></p> <p>Proficiency in assessing students is characterized by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Making formative assessments purposeful parts of the lesson <input type="checkbox"/> Using a variety of assessment tools to Monitor student learning <input type="checkbox"/> Using assessments to modify, adjust teaching as well as inform instruction <input type="checkbox"/> Sharing assessment data with students <input type="checkbox"/> Making students aware of assessment criteria 	
<p>Component 3e: <i>Demonstrating Flexibility and Responsiveness</i></p> <p>Proficiency in demonstrating flexibility and responsiveness is characterized by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligning instruction to standards <input type="checkbox"/> Incorporating differentiation strategies scaffold student learning <input type="checkbox"/> Providing interventions or accommodations to support all students to successful learning 	

SPECIFIC SUGGESTIONS FOR IMPROVEMENT

DOMAIN 2:

- **Progress on prior suggestions:**

- **Next Steps:**

DOMAIN 3:

- How do you know learning occurred?
- Progress on prior suggestions:
- Next Steps:

Observation Summary

Domain 1: Planning and Preparation	Unsatisfactory	Developing	Effective	Highly Effective
<i>Components:</i>				
1a – Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b – Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c – Setting Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d – Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e – Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f – Designing Student Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				

Domain 2: The Classroom Environment	Unsatisfactory	Developing	Effective	Highly Effective
<i>Components:</i>				
2a – Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b – Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c – Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d – Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e – Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				

Domain 3: Instruction	Unsatisfactory	Developing	Effective	Highly Effective
<i>Components:</i>				
3a – Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b – Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c – Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d – Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e – Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Note: Please refer to <i>The Framework for Professional Practice</i> (Danielson) as a supplemental resource.</i>				
<i>Evidence:</i>				

Intern's signature: _____

Date: _____

Observer's signature: _____

Date: _____

