Lesson Observation Feedback Form

Stud	ent Tea	acher	: Sup	ervisor:
stand: writte	ard is ob in throu inimal l Does evide Part evide teach Mee	ghout a evel of s Not M ence of ially M ence of ner is no	tive, used throughout the semester to show what and met the supervisor will date the form to the semester to help students' progress on any f sufficiency is that all standards are observed a leet: The student teacher does not understand the performance associated with the standard. eets: The student teacher appears to understand the performance associated with the standard. Perform ot regularly successful. estudent teacher clearly understands the standard a ard.	show that it has been met. Comments are standards that have not been met to date. and met by the end of the student teaching. meaning of the standard and does not show the meaning of the standard and attempts to show mance is not consistent and/or the student
DNM	PM	M	Standard #1 Learner Development The teacher understands how students learn and development vary individually within and across the physical areas, and designs and implements developments developments.	cognitive, linguistic, social, emotional, and
2.	Creates de	velopm	experiences. s individual and group performance entally appropriate instruction families, communities, colleagues and others.	Comments / suggestions:
DNM	PM	M	Standard #2 Learning Differences The teacher uses understanding of individual differe ensure inclusive learning environments that allow ex	
3. 4. 15. 16. 4. 16. 4. 16. 4. 16. 4. 16. 4. 16. 16. 16. 16. 16. 16. 16. 16. 16. 16	earning st Makes app particular Designs in Brings mu personal, f ncorpora naking it a	trengths propriate learning structio ltiple pe family an tes tools accessib	and delivers instruction to address each student's diverse and needs e and timely provisions for individual students with g differences or needs. In to build on learners' prior knowledge and experiences expectives to the discussion of content to include and community experiences and norms. In the following th	Comments / suggestions:
DNM	PM	M	Standard #3: LEARNING ENVIRONMENTS The teacher works with learners to create environm	ents that support individual and collaborative
			learning, encouraging positive social interaction, act	••
2. 1 3. 0 4. 1 5. 1 6. 0	earning cliperation of the control o	imate of cearning earning a carning arglobally, essentially see with least for resumment allocation allocation allocation et allocation. ety of ment and coates verbusiveness ring to the responsible of the carning to the responsible or arrival and the carning to the responsible of the carning to the responsible or arrival and the carning to the responsible or arrival arriv	parners, families, and colleagues to build a safe, positive openness, mutual respect, support, and inquiry. experiences that engage learners in collaborative and self-ind that extend learner interaction with ideas and people arriers and colleagues to develop shared values and sepectful interactions, rigorous academic discussions, and up responsibility for quality work ag environment to actively and equitably engage learners by and coordinating the resources of time, space, and	Comments / suggestions:

8.	Intenti enviro	onall nmer	y builds its throu	learner capacity to collaborate in face-to-face and virtual gh applying effective interpersonal communication skills.	
DNM	I PM	1	M	Standard #4: CONTENT KNOWLEDGE The teacher understands the central concepts, tools she teaches and creates learning experiences that mameaningful for learners	
1.	ideas ii	n the	disciplin	tiple representations and explanations that capture key ne, guide learners through learning progressions, and er's achievement of content standards.	Comments / suggestions:
2.	Engage learner	es stu	idents in understa	learning experiences in the discipline(s) that encourage and, question, and analyze ideas from diverse perspectives the content.	
3.	Engage	es stu	dents in	applying methods of inquiry and standards of evidence	
4.			discipli student r	ne. reflection on prior content knowledge, links new concepts	
	to fami	liar o	concepts	, and makes connections to learners' experiences.	
5.				misconceptions in a discipline that interfere with learning ences to build accurate conceptual understanding.	
6.	Evalua	tes a	nd modi	fies instructional resources and curriculum materials for	
				eness, accuracy for representing particular concepts in the opriateness for his/her learners	
DNM			М	Standard #5: Innovative Applications of Content	
				The teacher understands how to connect concepts ar	
1.	Develo	ns a	nd impl	critical/creative thinking and collaborative problem ements projects that guide learners in analyzing the	Comments / suggestions:
1.	comple	exiti	es of an	issue or question using perspectives from varied	Comments / suggestions.
2.				ss disciplinary skills applying content knowledge to real world problems	
۷.				interdisciplinary themes	
3.				in applying content knowledge to real world problems	
4.				interdisciplinary themes. questioning and challenging assumptions and approaches	
_	in orde	r to f	foster in	novation and problem solving in local and global contexts.	
5.	contex	ts by	creating	communication skills in disciplinary and interdisciplinary g meaningful opportunities to employ a variety of forms of address varied audiences and purposes.	
6.				generating and evaluating new ideas and novel approaches, plutions to problems and developing original work.	
7.	Facilita	ites l	earners a	ability to develop diverse social and cultural perspectives inderstanding of local and global issues and create novel	
				ng problems.	
8.	Develo conten			ments supports for learner literacy development across	
DNM	I PM	1	M	Standard #6: Assessment	
				The teacher understands and uses multiple me	
				their own growth to document learner progres	s, and to guide the teacher's on-going
1.	Ralanc	res th	10 1150 0	planning and instruction f formative and summative assessment as appropriate	Comments / suggestions
	to sup	port,	verify,	and document learning.	Comments / suggestions:
2.				s that match learning objectives with assessment methods	
3.				ces of bias that can distort assessment results. ly and collaboratively to examine test and other	
	perfori	manc	e data to	understand each learner's progress and to guide planning.	
4.				understanding and identifying quality work and provides descriptive feedback to guide their progress toward that	
5.	Engage			multiple ways of demonstrating knowledge and skill as	
6.	Models	and	structur	ent process. Tes process that guide learners in examining their own	
7				ng as well as the performance of others.	
7.				tiple and appropriate types of assessment data to identify ing needs and to develop differentiated learning	
	experie	ences	S.	·	
8.				s for the demands of particular assessment formats and accommodations in assessments or testing conditions,	
	especia	ally fo	or learne	ers with disabilities and language learning needs.	
9.				opropriate ways to employ technology to support	
			practice rner nee	both to engage learners more fully and to assess and ds.	

The teacher draws upon knowledge of content areas, cross-disciplinary skills, kearners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.	DNM	PM	M	Standard #7: Planning for Instruction	
Individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.					
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			ng appropriate documentation of sources and respect for	
DNM	PM	M M	social media. Standard #10: Collaboration	
D111.1	1	1.1	The teacher seeks appropriate leadership role	s and opportunities to take responsibility for
			student learning, to collaborate with learners,	
			professionals, and community members to ens	
			profession.	are rear ner growen, and to davance the
l. T	'akes an a	ctive role	e on the instructional team, giving and receiving feedback on	Comments / suggestions:
			g learner work, analyzing data from multiple sources, and	Comments / suggestions.
		sponsibil	ity for decision making and accountability for each student's	
	earning.			
			chool professionals to plan and jointly facilitate learning on e needs of learners.	
			ively in the school-wide effort to build a shared vision and	
	~ ~		identify common goals, and monitor and evaluate progress	
	oward the			
			ely with learners and their families to establish mutual	
	chieveme		ngoing communication to support learner development and	
			colleagues to build ongoing connections with community	
			ce student learning and well being.	
			onal learning, contributes to the knowledge and skill of	
	,		collaboratively to advance professional practice.	
			tools and a variety of communication strategies to build rning communities that engage learners, families, and	
	olleagues		g and ongage teathers, tallines, and	
B. U	Ises and g	enerates	meaningful research on education issues and policies.	
		•	opportunities to model effective practice for colleagues, to	
			earning activities, and to serve in other leadership roles. To roles at the school, district, state, and/or national level and	
			ers, the school, the community, and the profession.	
DNM	PM	M	Standard #11: Technology standards for Teach	hers
			Effective teachers model and apply the Nationa	
			Students as they design, implement and assess	
			improve learning, enrich professional practice	
			colleagues, and the community.	, p
1. P	romote, s	unnorta		
		ыррог с а	nd model creative and innovative thinking and	Comments / suggestions:
	nventiven	ess.		Comments / suggestions:
2. E	nventiven Ingage stu	iess. idents in	exploring real0world issues and solving authentic problems	Comments / suggestions:
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- 15. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- 16. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.
- 17. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
 18. Exhibit leadership by demonstrating a vision of technology infusion,
- Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- 19. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- Contribute to the effectiveness, vitality, and self-renewal of teaching profession and of their school and community.