

# **Completing the Structured Observation Form:**

## **Guidelines for University Supervisors & Supervising Teachers**

The Structured Observation Form is to be completed twice (once before midterm, and once after) by the university supervisor, and twice (once before midter, and once after) by the supervising teacher. The observer should complete this form giving consideration to the evidence/examples provided by the candidate prior to the observation (see below), the lesson observed, the post-conference and any other relevant sources.

Supervising teachers and university supervisors are strongly encouraged to conduct structured observations on different lessons, and at different times of the day.

Once complete, the observer should enter her or his observation report electronically by visiting:

**<https://go.iu.edu/3Z6A>**

The data should be entered within one week of the observation.

### **Prior to Observation:**

The teacher candidate should submit a lesson plan and responses to the questions below to the observer ***at least one day before the observation.***

- What is the desired focus for feedback for this observation?
- What is/are the candidate's goal(s) for performance?

The observer will review the candidate's pre-observation submission, and may discuss the lesson and/or question responses prior to the start of the observation.

### **Utilizing the Structured Observation Form:**

To determine candidate ratings, make note of the examples (evidence) observed as they relate to each indicator from the observation. Rubrics have been provided to assist in determining final scores for each indicator.

#### **Please note:**

- If evidence for an indicator is not observed, it should become an acknowledged goal for the candidate in subsequent observations.
- A rating of "4" is exemplary and should be given only when a candidate demonstrates exceptional knowledge, initiative, and skills, that can (and should) be strongly supported with evidence/examples for why this rating has been given.
- Several ratings of "N/E" or "1" may indicate the candidate is struggling. The university supervisor should contact the Office of Clinical Experiences if there are concerns about performance after the observation.

**2018-2019**

*\*Reminder: If at midterm the Candidate is struggling and you see many scores of '1' or have concerns, the University Supervisor should contact the Office of ClinicalExperiences to discuss ways to provide more support to this Candidate.*

# Structured Observation Form

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_ Observation took place:  Before Midterm  After Midterm

Subject/Grade Level \_\_\_\_\_ Central Focus of Lesson \_\_\_\_\_

Length of Observation \_\_\_\_\_ Person Completing Form  Supervising Teacher  University Supervisor  Other

Ratings: N/E = No Evidence * Level 1 = Unsatisfactory	Level 2 = Emerging	Level 3 = Proficient	Level 4 = Advanced	EVIDENCE/EXAMPLES OBSERVED	
KNOWLEDGE (Content, pedagogy, curriculum)					RATING
Demonstrates accurate, deep, and current knowledge of content area and appropriate curriculum	N/E	1	2	3	4
Connects and aligns instruction to appropriate state curriculum standards	N/E	1	2	3	4
Uses informal assessment strategies to support student learning/monitor student progress	N/E	1	2	3	4
Instruction supports student learning, connects to higher order thinking, conceptual knowledge, procedural skills, and problem solving skills.	N/E	1	2	3	4
LEARNING ENVIRONMENT					RATING
Demonstrates positive classroom management strategies	N/E	1	2	3	4
Effectively uses time, resources, interactive technologies, instructional tools	N/E	1	2	3	4
Fosters collaborative and/or student-directed learning	N/E	1	2	3	4

LEARNING ENVIRONMENT (continued)		RATING				EVIDENCE/EXAMPLES OBSERVED	
		N/E	1	2	3	4	
Promotes positive social interactions		N/E	1	2	3	4	
Provides physical and instructional transitions		N/E	1	2	3	4	
Ratings:	N/E = No Evidence *	Level 1 = Unsatisfactory		Level 2 = Emerging		Level 3 = Proficient	Level 4 = Advanced
PERSONALIZED LEARNING		RATING				EVIDENCE/EXAMPLES OBSERVED	
Lesson is age/developmentally/culturally appropriate, reflecting individual student's strengths, interests and assets		N/E	1	2	3	4	
Lesson includes variety of strategies to meet varied learning needs		N/E	1	2	3	4	
Lesson includes variety of strategies to engage students in deeper learning		N/E	1	2	3	4	
Uses various questioning techniques and informal assessments		N/E	1	2	3	4	
PROFESSIONAL DISPOSITIONS		RATING				EVIDENCE/EXAMPLES OBSERVED	
Commits to learners from all backgrounds and ability levels; fosters inclusive learning environment		N/E	1	2	3	4	
Demonstrates initiative, enthusiasm, and confidence		N/E	1	2	3	4	
Treats students and colleagues with kindness, fairness, patience, dignity, and respect		N/E	1	2	3	4	
Is open to and seeks out constructive criticism		N/E	1	2	3	4	

## **Post-Observation Discussion Notes**

Use the space below to capture notes and feedback for the Candidate. These notes can be given directly to the Candidate; it is not necessary to submit to the OCE.

### Possible Debrief Questions:

What did you want the students to learn? How do you know if they did?

As you review your plan after the lesson, what do you see needs changing and how might you make these changes? How does theory and research apply to these changes?

What did you learn about yourself and/or student learning related to the goal you set prior to today's lesson? Did you meet your goal? What are your thoughts about your next steps/future related to this goal?

# Structured Observation Rubric

KNOWLEDGE	UNSATISFACTORY	EMERGING	PROFICIENT	ADVANCED
<b>Demonstrates content knowledge</b>	Content knowledge is insufficient; content level is inappropriate for most students.	Content presented include occasional errors. Content level not appropriate for the majority of students.	Teacher candidate's content knowledge is sufficient; content level is appropriate for the majority of students.	Teacher candidate's content knowledge is strong; content level is appropriate for all students.
<b>Connects to state standards</b>	Lesson includes no connection(s) to state standards.	Lesson includes general connection to state standards.	Lesson clearly aligns with specific state standards.	Lesson includes comprehensive, clear and creative connection(s) to state standards.
<b>Uses informal assessment strategies to support student learning/ monitor student progress</b>	No assessments used to monitor students' learning; little or no feedback is provided to, or collected from students.	Limited/Inconsistent use of informal assessments to monitor students' learning; limited feedback provided to students.	Informal assessments used to monitor students' learning; adequate feedback is provided to, and collected from students.	Multiple means of informal assessments are used consistently to gauge students' learning and to allow students with specific needs to demonstrate their learning.
<b>Instruction supports student learning, connects to higher order skills</b>	Instruction focuses solely on learning skills or procedures. No reference to higher order skills.	Instruction provides limited support or practice for students to develop higher order skills.	Instruction supports student learning and connects to higher order skills.	Instruction supports student learning and leads students to make clear and consistent connections to higher order skills.

<b>LEARNING ENVIRONMENT</b>	UNSATISFACTORY	EMERGING	PROFICIENT	ADVANCED
<b>Demonstrates positive classroom management strategies</b>	Student behavior is not monitored appropriately; students consistently off-task, passive, or disruptive.	General awareness of student behavior. Tendency to respond to misbehavior rather than acknowledge expected behavior.	Consistently alert to student behavior. Expected behavior generally acknowledged in appropriate/successful manner.	Monitoring of student behavior is subtle, and students monitor one another. Expected behavior consistently acknowledged.
<b>Effectively uses time, resources, interactive technologies, instructional tools</b>	Students not engaged. Lack of preparation and organization.	Students somewhat engaged. Preparation is evident. Limited use of available technologies and resources.	Students actively engaged. Preparation is evident and instructional time is used efficiently. Available technologies and resources used effectively.	Students actively engaged. Extensive, flexible planning evident to maximize instructional time. Available technologies and resources used creatively and fully integrated to achieve instructional goals.
<b>Fosters collaborative, and/or student-directed learning</b>	Lesson dominated by candidate presentation. Students working individually.	Lesson includes some collaborative activities. General effort made to engage with students or among them.	Lesson includes collaborative activities. Students engaged to demonstrate their understanding, reasoning and/or problem-solving skills.	Lesson reflects shared learning responsibility between candidate and students. In addition to active student engagement, students evaluate own ability to build on understanding.
<b>Promotes positive social interactions</b>	Students demonstrate negative behaviors. Implements little to no strategies to promote social interactions.	Students demonstrate ability to work together at times. Implements some strategies to promote social interactions.	Students consistently work together well. Implements strategies to encourage positive social interactions and appreciation of diverse opinions.	Students accept and encourage one another to take ownership in accomplishing instructional objectives. Students initiate positive social interactions.
<b>Provides physical and instructional transitions</b>	Transition between activities is ineffective or non-existent.	Transition between activities is apparent, but disjointed.	Transition between activities is appropriate.	Transitions between activities are smooth and productive.

<b>PERSONALIZED LEARNING</b>	UNSATISFACTORY	EMERGING	PROFICIENT	ADVANCED
<b>Lesson is age/ developmentally appropriate, reflecting individual student's strengths, interests and assets</b>	No differentiation in instruction. One lesson provided for all students, regardless of student variation.	Some differentiation. Some effort to use different strategies to make learning relevant.	Differentiated instruction demonstrating most students' strengths, interests and/or assets. Activities include use of more than one strategy to make learning relevant to all learners.	Differentiated instruction addresses all students' strengths, interests and assets. Multiple strategies used to make learning relevant to all learners.
<b>Lesson includes variety of strategies to meet varied learning needs</b>	Instructional strategies/ activities are not differentiated based upon students' varied learning needs. Awareness of student learning variation is not evident.	Instructional strategies/ activities are differentiated to some degree based on varied learning needs. Limited awareness of student learning variation is evident.	Instructional strategies/ activities are differentiated based on varied learning needs and aligned to most students' needs.	Instructional strategies/ activities are aligned to all students' learning needs. Students' complete activities based on readiness and instructional needs.
<b>Lesson includes variety of strategies to engage students in deeper learning</b>	Lesson is not engaging; students provide few responses.	Lesson limited in effort to build students' conceptual understanding. Limited student engagement.	Lesson includes one/ two activities to prompt student responses/ engagement that reflect their understanding.	Lesson includes varied activities to challenge and engage students. Prompts students to build on/to deepen their understanding.
<b>Promotes positive social interactions</b>	Students demonstrate negative behaviors. Implements little to no strategies to promote social interactions.	Students demonstrate ability to work together at times. Implements some strategies to promote social interactions.	Students consistently work together well. Implements strategies to encourage positive social interactions and appreciation of diverse opinions.	Students accept and encourage one another to take ownership in accomplishing instructional objectives. Students initiate positive social interactions.
<b>Uses various questioning techniques and informal assessments</b>	No questioning or use of informal assessments evident.	Limited use of questioning and informal assessments.	Regular use of various questioning techniques and informal assessments.	Active questioning, dialogue and building on students' responses.

<b>PROFESSIONAL DISPOSITIONS</b>	UNSATISFACTORY	EMERGING	PROFICIENT	ADVANCED
<b>Commits to learners from all backgrounds and ability levels; Fosters inclusive learning environment</b>	Lesson dominated by candidate presentation; very limited interaction with students.	Lesson and interaction with students are limited to a small group of students.	Lesson and interaction reach many students and groups.	Lesson and interaction are inclusive; all students are engaged fully.
<b>Demonstrates initiative, enthusiasm, and confidence</b>	Candidate projects no enthusiasm, confidence or initiative.	Candidate projects little enthusiasm, uneven confidence and limited initiative.	Candidate projects confidence and enthusiasm.	Candidate is organized, prepared, and engaging; projects enthusiasm and confidence.
<b>Treats others w/ kindness, fairness, patience, dignity, and respect</b>	Treats others indifferently.	Treats others inconsistently; at times rude or disrespectful.	Treats most students fairly and with respect .	Treats all students and colleagues fairly, patiently, and with respect.
<b>Is open to and seeks out constructive criticism</b>	Responds defensively when feedback from students and colleagues is received.	Accepts constructive criticism and at times incorporates suggestions.	Accepts constructive criticism and consistently incorporates suggestions in behavior and/or instruction.	Asks for feedback, asks questions, takes notes. Consistently incorporates suggestions in behavior and/or instruction.

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