



**Brigham Young University Hawaii
School of Education
Observation Form**

Student Teacher _____ Student ID # _____

Cooperating Teacher _____ School _____ Subject _____

Observed By _____ Semester: **O&P** or **Student Teaching**

Number of Students _____ Grade _____ Date _____ Time _____

ELED _____ SCED _____ Binder _____ Attendance _____ Lesson Plan Approved _____

A. Instructional Planning

1	Lesson plan outcomes are aligned to standards.	0	1	2	3
2	Background section includes relevant information on students' backgrounds, lesson rationale, and instructional practice rationale as related to this lesson topic.	0	1	2	3
3	Lesson plan includes an effective anticipatory set.	0	1	2	3
4	Lesson plan follows an appropriate sequence to guide instruction.	0	1	2	3
5	Lesson plan includes differentiated instruction.	0	1	2	3
6	Lesson plan includes adaptations for students with IEPs, ELLs, and other legal special needs.	0	1	2	3
		NA			
7	Lesson plan includes assessment that aligns with stated outcomes.	0	1	2	3
8	Lesson plan includes a participative closure.	0	1	2	3
9	Lesson plan includes self-reflective questions.	0	1	2	3

B. Instructional Practice

10	Candidate uses lesson plan to guide instruction.	0	1	2	3
11	Candidate makes learning outcomes explicit and understandable to learners.	0	1	2	3
12	Candidate uses anticipatory set to engage students.	0	1	2	3
13	Candidate uses a variety (number and type) of learning activities appropriate for the lesson.	0	1	2	3
14	Candidate uses effective learning activities to develop content knowledge and skills to meet individual learners' needs.	0	1	2	3
15	Candidate asks a range of appropriate questions in the cognitive, affective, and reflective domains.	0	1	2	3
16	Candidate uses a participative closure.	0	1	2	3

Revised 09/2016 0=Unsatisfactory 1=Developing 2=Well-Prepared 3= Accomplished 1 of 3

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C. Learning Environment

17	Candidate includes multiple cultural perspectives in the presentation and discussion of content.	0	1	2	3
18	Candidate creates a safe, positive learning environment.	0	1	2	3
19	Candidate maintains effective classroom routines.	0	1	2	3
20	Candidate pro-actively facilitates verbal participation.	0	1	2	3
21	Candidate ensures that the social organization of the classroom is aligned effectively with the learning outcomes.	0	1	2	3
22	Candidate effectively manages allocated time.	0	1	2	3

D. Content Knowledge

23	Candidate links new concepts to prior knowledge and experiences.	0	1	2	3
24	Candidate engages learners in applying methods of inquiry used in the discipline.	0	1	2	3
25	Candidate communicates disciplinary content appropriately.	0	1	2	3
26	Candidate models and provides opportunities for learners to understand and use vocabulary in the discipline.	0	1	2	3
27	Candidate uses multiple representations appropriate to the discipline.	0	1	2	3
28	Candidate engages learners in the critical thinking skills used in the discipline.	0	1	2	3

E. Assessment

29	Candidate uses formative assessments to inform instruction.	0	1	2	3
30	Candidate differentiates assessments based on learning needs.	0	1	2	3
31	Candidate has a clear rubric for the summative assessment.	0	1	2	3
32	Candidate provides appropriate feedback to encourage student learning.	0	1	2	3

F. Professional Dispositions

33	Candidate communicates verbally and nonverbally in a professional and respectful manner.	0	1	2	3
34	Candidate assumes responsibility for and directs student learning toward high expectations.	0	1	2	3
35	Candidate demonstrates professionalism in dress (BYU-Hawaii standards).	0	1	2	3
36	Candidate demonstrates professionalism in attitude and ethical behavior.	0	1	2	3
37	Candidate demonstrates an enjoyment of teaching students.	0	1	2	3

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Comments:

Post Conference Held (Date): _____ Observer Initials: _____ Student Initials: _____
Distribution: White – Supervisor; Yellow – Cooperating Teacher; Pink – Student