**Instructions:** Candidates will have the opportunity to visit classrooms and observe teachers at work to provide students with authentic, relevant observation experiences in local schools. Students will be accompanied by the professor during two 3-hour visits observations. All evidence can be placed in one Instructional “Look For” Sheet, but it is recommended that the student color-code their notes to distinguish between the two observations. Students should also identify the lowercase letter for the particular focus area when providing evidence.

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| **FOCUS AREA** | **GUIDING QUESTIONS** | **TEACHNING AND LEARNING FRAMEWORK CONNECTION** | **EVIDENCE** |
| **Space** | **How does the physical space reflect student input and facilitate a learner-centered environment?** | **Domain II- Classroom Environment**   1. Objectives are posted in student friendly language. 2. Displayed student work is current and shows student choice. 3. Visual resources support students’ independent thinking and learning. 4. Anchor charts show students involvement in production and creation. 5. Furniture is arranged to support student needs and instructional outcomes. 6. Students are provided a choice of space option for independent and/or group work. 7. Resources and materials organized and available based on student needs |  |
| **Teacher**  **Teacher** | **What teacher behaviors contribute to a learner-centered environment?**  **What teacher behaviors contribute to a learner-centered environment?** | **Domain I- Preparation and Planning**   1. Teacher understanding of individual student strengths, needs, and interests. 2. Personalization and customization of instruction. 3. Teacher understanding of resources that promotes student choice 4. On-going assessment and descriptive feedback 5. Responsive small-group instruction   **Domain III-Instruction**   1. Connection to lesson objective provided. 2. Choices are provided for how students gain information and show what they know. 3. Information is presented using multiple methods to complement text and verbal presentations. 4. Communication initiated by both student and teacher. 5. High level questioning. 6. Formative assessment used to monitor progress. 7. Timely feedback that enables students to make decisions about learning. 8. Strategy instruction 9. Pacing of lesson 10. Curricular methods |  |
| **Student** | **How are students acquiring, developing, using, or producing knowledge, information, and skills?** | 1. Students are actively acquiring knowledge. 2. Collaboration and communication are evident among students to facilitate learning. 3. Students have choice regarding process and product. 4. Critical thinking and problem solving are evident. 5. Students engage in tasks that require adaptability and flexibility. 6. Students show creativity and innovation. 7. Exposure to authentic, real-world context is evident. |  |
| **Technology** | **How are students utilizing technology?** | 1. Digital tools are used to acquire, develop, and demonstrate knowledge and skills. 2. Digital tools are used to enhance instruction. |  |
| **Classroom Procedures and Student Behavior** | **How does the teacher manage student behavior and implement effective classroom procedures?** | **Domain II- Classroom Environment**   1. How are materials and supplies organized? 2. How do students transition from activity to activity? 3. How are para-professionals being used? 4. Are their varying instructional groups? How are these formed? 5. What strategy/methods are used for supporting positive student behavior? 6. How does the teacher respond to behavior concerns? |  |

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| **4** | **6 Hour Classroom Observation with Instructional “Look Fors” Sheet and Reflection** | **Possible Points** | | **Points Received** |
| **Instructional “Look Fors” Sheet** | | | | **0** |
| * All sections of the Instructional “Look Fors” Sheet has been completed. | | **No Evidence**  **0** | **Evidence**  **10** |  |
| *Comments:* | | *0* |
| **Reflection** | | | | **0** |
| * How did the physical space reflect student input and facilitate a learner-centered environment in the classroom(s) you visited? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * How did the teacher(s) manage student behavior and implement effective classroom procedures? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * What teacher behaviors contribute to a learner-centered environment? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * How did students acquire, develop, use, and/or produce knowledge, information, and/or skills during instruction? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * How did the teacher(s) enhance instruction with technology? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * What specific strategies did the teacher(s) use during instruction? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * How was the UDL framework implemented? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| *Comments:* | | | | **0** |
| **Total** | | | |  |
| **Out of 45** |