HOLISTIC TEACHER INTERN CLASSROOM OBSERVATION FORM

Teacher Intern Evaluator Date of Evaluation

1. Lesson Planning (1.B1 designs instructional activities based on state content standards and 2.B6 ALCOS for diverse learners; 1.B2 provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner; 1.B3 selects content and appropriately designs and develops instructional activities to address scope and sequence of the curriculum; 2.A6 uses knowledge about human learning to design learning experiences that optimize student achievement; 2.A7 recognizes individual variations in learning that exceed typical ranges and uses this information to provide appropriate learning experiences.)

2. Presentation of Organized Instruction (1.A1 demonstrates knowledge of subject matter and pedagogy; 1.A4 identifies student assumptions/preconceptions about the content of a subject area to adjust instruction; 1.A5 helps students make connections across the curriculum and to real-life settings in order to promote knowledge; 2.A5 teaches explicit learning strategies; 2.B7 collects and uses data to plan, monitor, and improve instruction; 2.B8 organizes, allocates, and manages the resources of time, space, and activities to support the learning of every student; 2.C5 creates learning environments that increase intrinsic motivation and optimize student engagement and learning; 2.D6 makes developmentally appropriate choices in teaching strategies; 2.D8 adjusts instruction in response to information gathered from ongoing monitoring of performance via formative assessment; 2.D10 uses strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.)

3. Assessment (2.E5 designs and uses a variety of approaches to formal and informal assessment to plan instruction, monitors student understanding and progress toward learning, modifies teaching and learning strategies, and measures and reports student progress related to learning objectives; 2.E8 provides a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.)
4. **Optimal Learning Environment** (implements a classroom organization and management system built upon sound, age-appropriate expectations and research-based practices for promoting positive behavior; 2.B8 uses individual behavior support plans to proactively respond to the needs of all students; 2.B8 encourages students to assume increasing responsibility for themselves and to support one another’s learning; 3.A6 fosters effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate; 3.A8 uses effective nonverbal communication and responds appropriately to nonverbal cues from students; 3.C5-6 solves problems using multiple strategies and communicates with others about mathematical concepts and processes.)

5. **Diversity** (4.A4 develops culturally responsive lessons and instruction, i.e., models, teaches, and integrates multicultural awareness, acceptance, and appreciation into instruction; 4.A5 communicates in ways that demonstrate sensitivity to diversity, such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgment of and responsiveness to different modes of communication and participation; 4.C4 addresses learning differences and disabilities that are prevalent in an inclusive classroom; 4.D4 designs learning experiences that engage all learning styles.)

6. **Positive aspects of this lesson:**

7. **Recommendations for improvement:**

**Overall Evaluation of Lesson (circle one):**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
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</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>&lt;= 69</td>
</tr>
</tbody>
</table>

Signature of Teacher Intern

Date reviewed with teacher intern

**NOTE:** Signature of teacher intern does not necessarily indicate agreement with evaluator.
The following ALSDE Standards are difficult to assess in any one lesson, but keep in mind that the student should be practicing these skills all semester. Both the classroom teacher and supervisor/CMT will evaluate the candidate’s performance on these standards at the end of the semester, so think about how you will enable the candidate to become more proficient in these areas.

**Teaching and Learning: Standard 2**
2. **B4** knows conflict resolution strategies, school emergency response procedures, and juvenile law;
2. **C4** communicates with parents and/or families to support students’ understanding of appropriate behavior;
2. **E11** engages all students in assessing and understanding their own learning and behavior;
2. **E12** interprets and uses reports from state assessments and results of other assessments to design both group and individual learning experiences;
2. **E6** collaborates with others to design and score common assessments and uses results to share and compare instructional practice and plan new instruction;
2. **E7** collaborates with others to incorporate accommodations into assessments as appropriate;
2. **E9** develops rubrics and teaches students to use them;
2. **E10** develops and selects appropriate performance assessments.

**Literacies: Standard 3**
3. **D5** uses technology to assess student progress and manage records;
3. **D6** evaluates students’ technology proficiency and students’ technology-based products within content areas;

**Diversity: Standard 4**
4. **B2** differentiates between learner difficulties that are related to cognitive or skill development and those that relate to language learning;
4. **C2** knows indicators of the need for special education services;
4. **C3** identifies and refers students for diagnosis for special services;
4. **D3** helps students assess their own learning styles and to build upon identified strengths;
4. **E4** assesses and diagnoses individual student’s contexts, strengths, and learning needs and tailors teaching to address these personal characteristics;

**Professionalism: Standard 5**
5. **A4** involves parents and/or families as active partners in planning and supporting student learning;
5. **A5** shares instructional responsibility for students with diverse needs, including students with disabilities, and develops collaborative teaching relationships and instructional strategies;
5. **A8** collaborates in the planning of instruction for an expanded curriculum in general education to include IEPs and other plans such as Section 504 goals for students with disabilities;
5. **A9** communicates and collaborates effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners;
5. **A10** exhibits the professional dispositions delineated in professional, state, and instructional standards while working with students, colleagues, families, and communities;
5. **C3** integrates statewide programs and initiatives into the curriculum and instructional processes;
5. **C4** communicates with students, parents, and the public about Alabama’s assessment system and major state educational improvement initiatives;
5. **E3** uses and maintains confidential student information in an ethical and professional manner;
5. **F2** accesses school, community, state, and other resources and referral services;
5. **F3** accesses resources to gain information about federal, state, district, and school policies and procedures;
5. **F4** keeps accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications