



MENTOR AND SUPERVISOR FIELD EXPERIENCE OBSERVATION FORM

Intern: _____ Mentor Teacher: _____

Supervisor: _____ Date: _____ Visit Number: _____

Did you provide lesson plan feedback in TaskStream to the Intern Teacher prior to observation? Yes No

Did you complete a post-lesson conference with the Intern Teacher? Yes No

During the observation, please indicate positive aspects and growth areas for the candidate. Aligns with CCAST form.

1. Planning for Instruction and Assessment (Objectives; Resources; Assessment; Differentiated Methods; Connections to Research)

Positives	Growth Areas
Used feedback from supervisor observation 5 to group students for differentiation based on data	Looking at ways to differentiate that are not leveling – leveling often keeps students in their current level. How can you plan to scaffold students to all be able to complete the same or similar outcomes?
Khan Academy	Real world components for all learners

2. Instructional Delivery (Learning Target; Critical thinking; Formative Assessments; Digital Tools; Safe Learning Environment)

Positives	Growth Areas
Using clap technique to call to order	Greet class. Do you usually greet class in the hallway if I am not here? This is such a helper in setting the tone for class. Welcome everyone and check-in to see what their day is like. We often talk about this as seeing the “whole child.” This is where you can evaluate the pieces of what is working and not working in their world today. It helps you figure out what they might need in order to be able to be engaged in learning. These are the extra pieces of teaching that make all the difference in getting students ready to really grow.
Requiring students to be ready to check work and using PBIS to indicate who is and is not ready. Students quieted down quickly when this strategy was applied to the learning	Stations can be a really good approach to learning and differentiation, but during today’s lesson, there is a lot of time off task for some of the students. While that is always a natural part of collaboration, what data are you getting from today’s learning to be able to move forward? We have to be aware of the test that comes in the spring, but also we have to support student engagement and relationship with the content. The most important thing we can do as teachers is to help the students see that our biggest priority is their life success. This comes from requiring them to work as hard as they can at a task, to use appropriate manners, to approach tasks with a critical, collaborative eye.
Reviewing problem 5 and mode is good in response to Mrs. Malley	Would it make sense to create a new median practice in the moment to give students a chance to practice further in consideration a full table not getting it? This would be a great way to do a formative assessment and collect data.
Giving instructions prior to moving into groups.	Bell to bell active learning is such an important piece in Teacher Evaluation. While the level of noise and the talking may not be bothersome to you as the classroom leader, you do lose minutes of teaching and learning in transitions. How can you reduce lost time and increase time on task? The more that you are able to keep your voice at a lower volume requiring students to have to quiet down in order to hear you, the better. Talking over their talking will increase their talking.

It is evident that students like you and will miss you in the interactions that you have with the students.	In differentiating groups, good to give directions prior to grouping, but you may want to give directions that apply to everyone, then move students into groups, then give individual directions. Students may get confused if they have different directions. You also are setting yourself up for students wondering why they are doing different things. Does that make sense?
Talked to students in corrective manner when they were getting into each other's work or space during the learning	The students who are in group 2 seem to be less engaged than groups who are working with others. While most in group 2 are quiet and complying with expectations, are they thinking critically?
Good to collect formative assessment data through thumbs up and thumbs down, but perhaps doing that earlier would be more helpful.	What are you able to do with the data that you gained from thumbs up and thumbs down. Did it inform you for tomorrow? Did you record the data to be able to come back to it?

3. Assessment (Data-Guided Instruction; Feedback to Learners; Assessment Techniques)

Positives	Growth Areas
Circulating during homework review; students complete bellwork and review and grade homework.	How are you collecting data from daily work and homework assessments other than completion data?
Grouping based on level better than one size fits all approach for students	What data are you collecting from these groups in order to assess them today? Are those in the video group having permission to disengage? How can they have a collaborative element too?
Please send me an example of the data that was collected today with a plan for how you will use that data moving into next week for your final reflection. This will inform my assessment of your CPAST for week 15.	The response there is a lot of work to do makes it seem like the students have busy work to fill the class period and not as though they are learning through various strategies. How can you support differentiation with data in order to support student learning as opposed to assignment completion?

4. Dispositions (PD; Collaboration; Parental Communication; Punctuality; Meets Deadlines; Preparation; Advocacy)

Positives	Growth Areas
Collaborates with other teachers to team plan	Initiative in communicated ideas for student growth and learning
Attended parent conferences	Using data to have professional conversations
Open communication with supervisor	

5. Suggestions

When you are working with students in stations, position yourself so that you can always see the whole class. Once students moved into groups, the table nearest me, one of the group 2 groups was sitting and not working. In your seat with group 3, your back was to the students taking away from your ability to manage the entire class. This is where having a plan for managing behaviors is incredibly important. While this is really hard to do, it is absolutely necessary for safe environment.
You mentioned that you know students at this age need to move, and yes, they do. How can you support movement through the planned activities and not unplanned movement? For example, today, if students could have done less at each station and moved to all of the stations, that would allow them to move and to learn through various modalities. This would help the differentiation to do more than level learning but give students a chance to learn differently. Some may really not be able to learn through videos like Kahn but to do really well learning through the recipe, etc. I encourage you to think about differentiation in more ways than leveled groups moving forward.
I truly appreciate your work today in differentiating and using the feedback that I gave you in observation 5. One thing that I ask you to reflect upon is how you could revise today's lesson to use more teaching strategies and fewer worksheets and assignments. Regardless of what your mentor requires and what the school requires. What would you do if you could do whatever you wanted to do in order to teach skills and strategies as opposed to give assignments?
Remember to be able to have a plan for bell-to-bell learning. This is something that administrators are always looking for in evaluation.

Supervisor Signature

Student Teacher Signature