

ECU Observation and Dispositions Form

To be used during 1st and 3rd Observations

Step 1:

A. Planning for Instruction and Assessment		Meets or Exceeds	Emerging	Not Met
Focus for Learning: Standards and Objectives/Targets	1. Lessons aligned to state standards. 2. Learning goals are measurable and appropriate for learners.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Materials and Resources	3. Materials and resources are aligned to lesson objectives and are relevant to learning tasks and learners. 4. Materials are easily accessible and organized for instruction.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Assessment of P-12 Learning	5. Assessments aligned with state standards and learning goals. 6. A variety of assessments are planned to allow learners to demonstrate understanding.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Differentiated Methods	7. Uses knowledge of students to develop instructional supports/activities to meet individual learner needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What feedback for planning do you have for the candidate?

B. Instructional Delivery		Meets or Exceeds	Emerging	Not Met
Learning Target and Directions	1. Provides learners with accurate learning goals, directions, and sequences learning experiences appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Thinking	2. Engages learners with instruction that develops their abilities for problem solving, critical thinking, and inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checking for Understanding and Adjusting Instruction	3. Utilizes formative assessment and appropriate levels of questioning. 4. Differentiates instruction based on formative assessment.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Digital Tools and Resources	5. Selects developmentally appropriate and engaging technologies relevant to learning targets of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe and Respectful Learning Environments	6. Maintains a positive, nurturing learning environment that conveys high expectations of every student. 7. Establishes routines and procedures contributing to a safe environment with high time on task.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

What feedback for instructional delivery do you have for the candidate?

C. Assessment		Meets or Exceeds	Emerging	Not Met
Data-Guided Instruction	1. Evaluates the progress of students using a variety of assessment data measuring learning targets aligned with curriculum and utilizes this data to design or adjust instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Maintains learner data with appropriate record keeping tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to Learners	3. Provides useful and timely written and/or verbal feedback to learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Techniques	4. Evaluates learners' progress both formative and summative with developmentally appropriate strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What feedback for assessment do you have for the candidate?				
D. Analysis of Teaching		Meets or Exceeds	Emerging	Not Met
Connections to Research and Theory	1. Articulates and provides evidence of connections to educational research and/or theory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What feedback for analysis of teaching do you have for the candidate?				
E. Professional Commitment and Behaviors		Meets or Exceeds	Emerging	Not Met
Participates in Professional Development	1. Solicits suggestions/feedback and seeks opportunities for professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates Effective Communication with Parents or Legal Guardians	2. Effectively communicates with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Articulates ideas clearly to audiences in conversation, discussion, and in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates Punctuality	4. Demonstrates reliability by reporting to site/duties on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets Deadlines and Obligations	5. Meets deadlines and obligations on time without prompting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation	6. Prepared to teach on a daily basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. Conducts themselves as a professional in their dress, social media, and interactions with students and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What feedback for professional commitment and behaviors do you have for the candidate?				

F. Professional Relationships		Meets or Exceeds	Emerging	Not Met
Collaboration	1. Gains knowledge from work and planning with clinical teachers, colleagues, and/or other members of the school community to plan and implement instruction for learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Demonstrates tact and sensitivity toward the feelings and opinions of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Contributes ideas and materials willingly to be a positive group member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Seeks effective communication with clinical teacher(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy to Meet the Needs of Learners or for the Teaching Profession	5. Displays a positive attitude towards teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Adheres to policies and procedures that positively impact learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What feedback for professional relationships do you have for the candidate?				
G. Critical Thinking and Reflective Practice		Meets or Exceeds	Emerging	Not Met
Responds Positively to Constructive Criticism	1. Responds positively to constructive feedback by accepting responsibility for successes/mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Integrates professional feedback into practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What feedback for critical thinking and reflective practice do you have for the candidate?				
Step 2: Strengths	Share one or two outstanding strengths of the teacher candidate. 1. 2.			
Step 3: Next Steps	Establish one or two specific and observable goals for the next scheduled observation. 1. 2.			
Step 4: Intern Comments	Please note any questions or comments the intern shared with the supervisor.			
Step 5: Complete ONLY if there are major concerns.	Is there anything that should be addressed at this time? If yes, please document and share these concerns with the program area and Office of Clinical Experiences. Complete an Improvement Plan.			