

Candidate: _____

School/District: _____ Date: _____

I.D. # (required): @ _____

 Person Completing Form: _____ Pre-Practicum Practicum

Major/License Sought: _____ Level: _____ Grade: _____

 Supervising Practitioner: _____ Undergraduate Graduate

 Rating Scale: 1—Does Not Meet the Standard 3—Comprehensively Meets the Standard
 2—Acceptably Meets the Standard N/O—Not Observed

 Lesson Focus: _____ Report #: 1 2 3

Conceptual Framework Codes: C=Caring E=Ethical K=Knowledgeable S=Skillful

Standard	Does not meet Standards	Acceptably Meets Standard	Comprehensively Meets Standard	Rating	Comments
MA ESE Standard B: Delivers Effective Instruction					
1. Communicates clearly when writing. CF—S	Some written communication is illegible and/or contains errors which may impede learning.	All written communication is clear and correct.	Written communication is carefully constructed and closely aligned with student needs/lesson objectives.		
2. Communicates clearly when speaking. CF—S	Some oral communication is unclear and/or contains errors which may impede learning.	All oral communication is clear and correct.	Oral communication is carefully constructed and closely aligned with student needs/lesson objectives.		
3. Communicates high standards and expectations when beginning the lesson.					
a. Provides a rationale. InTASC #4 CF—C, K	Provides limited or no purpose for lesson.	Introduces the purpose of the lesson.	Makes the purpose of the lesson clear and relevant to the students.		
b. Provides a source of motivation InTASC #5, 8 CF—C, S	Provides limited or no means to motivate students.	Provides an introduction to the lesson that is motivating for most students.	Provides an introduction to the lesson that is highly motivating to students.		
c. Makes learning objectives clear InTASC #7 CF—K, S	Makes some or no learning expectations clear.	Makes most learning expectations clear.	Makes all learning expectations clear.		
d. Provides a means of reading students, including activating prior knowledge InTASC #1, 6 CF—C, S	Uses a method to activate prior knowledge that readies few, if any, students..	Uses a method to activate prior knowledge that readies most students.	Uses exemplary method(s) to activate prior knowledge that readies most students.		
4. Communicates high standards and expectations when carrying out the lesson.					
a. Provides materials and activities that are appropriate for the full range of students in the class. #2, 7, 8 CF—C, S	Provides materials or activities which do not effectively enhance student learning.	Provide materials or activities which enhance learning for most students.	Provides materials or activities which enhance learning for all students.		
b. Incorporates available technology that is appropriate for the full range of students within the classroom, if appropriate. InTASC #5, 8 CF—S	Does not incorporate available technology or incorporates technology which does not effectively enhance student learning.	Incorporates available technology which enhances learning for most students.	Incorporates available technology which enhances learning for all students.		
c. Employs a variety of teaching techniques, which may include reading and writing, in order to help students to acquire knowledge and skills as well as develop strategies to support habits of critical thinking, judgment, and/or creativity across the curriculum. InTASC #5 CF—C, S	Uses teaching strategies that may or may not reflect best practice and/or do not promote learning of knowledge, skills, critical thinking, judgment, and/or creativity for most students.	Uses teaching strategies that reflect best practices and promote learning of knowledge, skills, critical thinking, judgment, and/or creativity for most students.	Uses multiple teaching strategies that reflect best practices and promote learning of knowledge, skills, critical thinking, judgment, and/or creativity for all students.		
d. Demonstrates knowledge of the academic content of lessons. InTASC #4 CF—K	Teaching reflects some inaccurate and/or outdated knowledge of subject area.	Teaching reflects accurate and current knowledge of subject area.	Teaching reflects thorough knowledge of subject which is both accurate and current.		
e. Facilitates activities that foster and maintain active engagement of most students in learning. InTASC #5, 8 CF—C, S	Activities encourage active engagement of some or no students.	Activities encourage active engagement of most students.	Activities motivate the active engagement of all students.		
f. Guides activities at an appropriate pace for students and facilitates smooth transitions. InTASC #5, 8 CF—C, S	Pacing and transitions may meet the needs of some students and may limit instructional time.	Pacing and transitions meet the needs of most students and optimize instructional time.	Pacing and transitions meet the needs of all students and fully optimize instructional time.		
g. Conveys enthusiasm for academic subject(s) during lesson. InTASC #4, 5 CF—C	Communicates limited interest in subject matter content through verbal and/or nonverbal means.	Communicates an interest in subject matter content through verbal and/or nonverbal means.	Communicates a passion for subject matter content through verbal and/or nonverbal means.		
h. Provides formative feedback to students regarding their progress. InTASC #6 CF—E, S	Provides limited or vague formative feedback to students during lesson.	Provides substantive or appropriate formative feedback to most students during lesson.	Provides substantive formative feedback to all students during lesson.		

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Conceptual Framework Codes: C=Caring E=Ethical K=Knowledgeable S=Skillful

Standard	Does not meet Standards	Acceptably Meets Standard	Comprehensively Meets Standard	Rating	Comments
5. Communicates high standards and expectations when completing the lesson. CF—E, S					
a. Provides varied opportunities for students to demonstrate competence. InTASC #6	Provides few methods of formative and/or summative measures to demonstrate learning.	Provides some formative and/or summative methods for most students to demonstrate learning.	Provides many formative and/or summative methods for all students to demonstrate learning.		
b. Provides feedback to students regarding their progress. InTASC #6	Provides limited or vague feedback to students at the end of/following the lesson.	Provides substantive or appropriate feedback to most students at the end of/following the lesson.	Provides substantive feedback to all students at the end of/following the lesson.		
c. Assigns activities and/or homework that promotes student learning. InTASC #6	Assigns activities and/or homework which provide limited practice and reinforcement of learned material.	Assigns activities and/or homework that provide practice and reinforcement of learning for most students.	Assigns activities and/or homework that provide practice and reinforcement of learning for all students.		
6. Communicates high standards and expectations when evaluating student learning. CF—E, S					
a. Accurately measures student achievement and progress with appropriate formative and summative assessments. InTASC	Formative and/or summative evaluation data are not used or able to be used in a way that informs instruction.	Uses formative and/or summative methods to accurately evaluate student progress in order to inform instruction.	Uses formative and/or summative methods to thoroughly and accurately evaluate student progress in order to inform instruction.		
MA ESE Standard C: Manages Classroom Climate and Operation					
1. Establishes and maintains a safe physical and emotional environment for all students. InTASC #2, 3 CF—C	Environment poses risk of physical harm and/or creates a climate that is not positive to students.	Creates and maintains a safe physical environment and one which is positive to students.	Creates and maintains a safe physical environment and one which is positive and affirming to students.		
2. Manages the classroom environment, that is conducive to student learning, without significant loss of instructional time. InTASC #3 CF—C, S	Demonstrates a lack of awareness of student behavior and/or limited implementation of management strategies that interfere with instruction time.	Demonstrates an awareness of student behavior of all times and implements management strategies with little loss of instructional times.	Demonstrates awareness of student behavior at all times as well as implements preventative management strategies without loss of instructional time.		
3. Models and maintains appropriate standards of behavior, mutual respect, and safety. InTASC #3 CF—C, E	Interacts with students in a manner that may be negative and disrespectful and/or does not encourage students to exhibit respectful behavior toward others.	Interacts with students in a manner that is generally friendly and demonstrates warmth and respect; encourages students to exhibit respectful behavior toward others.	Interacts with students in a manner that is genuinely caring and demonstrates warmth and respect; consistently encourages students to exhibit respectful behavior toward others.		
MA ESE Standard D: Promotes Equity					
1. Encourages all students to believe that effort is a key to achievement. InTASC #3 CF—C, E	May attribute student success to characteristics other than hard work.	Communicates the importance of working hard in order to succeed.	Consistently communicates the importance of working hard in order to succeed and encourages students to put forth a strong effort.		
2. Encourages success of all students. InTASC #1, 2, 3 CF—C, E	High expectations are not clearly communicated to students and/or appropriate resources to promote success may not be provided.	Communicates high expectations for all students and provides appropriate resources to promote success.	Communicates high expectations for all students and provides appropriate resources to promote success; encourages students to take responsibility for their own learning and to use resources to promote success.		
MA ESE Standard E: Meets Professional Responsibilities					
1. Interacts with students in a caring and ethical manner. InTASC #3 CF—C, E	Demonstrates a limited understanding of the moral and legal responsibilities of teaching and/or does not apply knowledge of professional responsibilities.	Demonstrates a clear understanding of the moral and legal responsibilities of teaching and can apply them in a caring way.	Demonstrates a thorough knowledge and understanding of the moral and legal responsibilities of teaching and effectively implements them in a genuinely caring way.		
2. Works constructively and effectively with school personnel and/or other adults present in the classroom in a caring and ethical manner. InTASC #9, 10 CF—C, E	Relations with school personnel and/or other adults present in the classroom are negative and/or are not conducive to student learning.	Maintains constructive and respectful working relations with school personnel and/or other adults present in the classroom in order to promote student learning.	Maintains constructive, supportive, and cooperative relations with school personnel and/or other adults present in the classroom which optimizes student learning.		

 For the teacher candidate: I have reviewed and reflected on the implementation of this lesson with my supervisor. (If yes, check box)

Teacher Candidate's Signature: _____ Observer's Signature _____

White—Educator Licensure Office Yellow—University Supervisor Pink—Student