* This instrument summarizes supervisor notes from informal visits and formal observations during the summer practicum. This form should be e-mailed to the ACE Teacher at the conclusion of the Summer Practicum and uploaded to the appropriate electronic portfolio. Please note date of upload and e-mail at the end of the form.

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| ACE Teacher | School Site | Level/Content Area |
|  |  |  |
| Practicum Supervisor | Date(s) of Classroom Visit(s) | Date(s) of Formal Observation(s) |
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Practicum Observations Final Score: / 45 pts

**Domain 1 – Planning & Preparation**

**PI 1.1: Demonstrates knowledge of content and pedagogy.**

* The teacher possesses extensive knowledge of key ideas of the discipline as well as how these ideas are connected.
* The teacher focuses planning on intellectually challenging questions, ideas, and skills that are central to the discipline.
* The teacher uses discipline-specific teaching strategies that may also simultaneously seek to promote literacy, research, and critical inquiry skills.
* The teacher accounts for what content/skills have already been taught and anticipates possible areas of student confusion.

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| **Field Notes/Commentary – preface with dates** |
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| **(Final Evaluation - /5 pts)** |

**PI 1.3: Selects instructional objectives**

* The teacher writes lesson objectives that are phrased clearly, with observable verbs, and refer to what students will learn, not what tasks they will perform.
* The teacher writes lesson objectives that reflect meaningful learning, connect skillfully to the unit goal, and thoughtfully reflect state and/or diocesan standards.
* The teacher uses the lesson objectives as the basis for selecting instructional activities and informal/formal assessments, planning important class discussions, and selecting supporting resources.

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| **Field Notes/Commentary – preface with dates** |
| Was a formal lesson plan provided in required format for the observation? Yes or No: |
| **(Final Evaluation - /5 pts)** |

**Domain 2 – The Classroom Environment**

**PI 2.1: Creates environment of respect and rapport**

* The teacher cultivates positive, supportive and meaningful relationships with individual students.
* The teacher interacts with students in ways that are respectful, fair, encouraging and honest.
* The teacher responds to instances of student-to-student disrespect or ridicule promptly, respectfully and with a focus on getting to the root of the problem.
* The teacher actively encourages a classroom ethic of compassion, support, togetherness and community by frequently recognizing and modeling certain behaviors.

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| **Field Notes/Commentary – preface with dates** |
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| **(Final Evaluation - /5 pts)** |

**PI 2.3: Manages classroom procedures**

* The teacher creates and successfully implements classroom routines and procedures that establish an optimum climate for effective instruction and high levels of student engagement.
* The teacher establishes and skillfully executes transitions between sections of the class, especially between large-group, small-group, and independent activities, so as to minimize any loss of instructional time.
* When structuring group work experiences, the teacher establishes clear expectations that lead to high levels of student engagement and productivity.

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| **Field Notes/Commentary – preface with dates** |
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| **(Final Evaluation - /5 pts)** |

**PI 2.4: Manages student behavior**

* The teacher establishes and implements a clear set of expectations that is specific, fair and consistently enforced.
* The teacher holds students accountable for their behavior in a manner that is subtle, preemptive, solution-oriented, and mindful of the sacredness of the teacher-student relationship.
* The teacher acknowledges and reinforces positive behaviors as the guiding tenet of his/her approach to managing student behavior.

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| **Field Notes/Commentary – preface with dates** |
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| **(Final Evaluation - /5 pts)** |

**Domain 3 – Instruction**

**PI 3.1: Communicates clearly and accurately**

* At the beginning of the lesson/class, the teacher clearly communicates the learning goal(s) to students and intentionally reinforces this goal during the class as a way to focus and enhance student learning.
* The teacher clearly and accurately communicates expectations for classroom activities and reinforces these expectations with follow-up questions and modeling.
* The teacher communicates to students with rich, clear language that both enhances students’ vocabularies and ensures that students understand what is being taught.

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| **Field Notes/Commentary – preface with dates** |
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| **(Final Evaluation - /5 pts)** |

**PI 3.2: Uses questioning and discussion techniques**

* The teacher asks a range of questions that both advance learning goals and are sequenced in such a way as to build student understanding from the simple to the more complex.
* The teacher asks high quality questions that challenge students to thoughtfully consider and offer extended responses and justify their thinking with evidence.
* The teacher employs strategies designed to help students pose appropriate questions and create meaningful dialogue with one another.
* The teacher creates a culture of participation that features students contributing thoughtfully and enthusiastically.

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| **Field Notes/Commentary – preface with dates** |
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| **(Final Evaluation - /5 pts)** |

**PI 3.3: Engages students in learning**

* Students are cognitively and enthusiastically engaged in learning important and challenging content evidenced by the quality of their questions, answers, and work products.
* The teacher paces his/her instruction in such a way as to afford ample time for critical inquiry of challenging content, questioning, modeling, and targeted assessment and feedback.
* The teacher utilizes strategic groupings as a way to keep students intellectually engaged, assess learning, and provide targeted feedback.

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| **Field Notes/Commentary – preface with dates** |
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| **(Final Evaluation - /5 pts)** |

**PI 3.4: Assesses Student Learning**

* The teacher evaluates student learning using a combination of strategically-crafted formative and summative assessments that connect to and advance the learning goals of the lesson.
* The teacher uses the results of formative assessments to make effective mid-class adjustments to his/her teaching.
* The teacher routinely provides students with specific, timely and meaningful written and verbal feedback focused on how to improve their individual performance.

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| **Field Notes/Commentary – preface with dates** |
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| **(Final Evaluation - /5 pts)** |

**Domain 4 – Professional Responsibilities (not scored in summer)**

**PI 4.1: Maintains accurate records**

* The teacher utilizes an organized system of grade-keeping that is used effectively to track students’ completion of assignments and progress in meeting learning goals.
* The teacher effectively organizes and annotates current instructional planning materials to support future improvements.
* The teacher uses individual folders—either physical or electronic—to track how student work products meet specific learning goals.

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| **Field Notes/Commentary – preface with dates** |
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**PI 4.3: Shows Professionalism (not scored in summer)**

* The teacher invites observation and suggestions about his/her instruction and responds to critical feedback with enthusiasm, “coachability,” and initiative.
* The teacher thoughtfully reflects on critical elements of his/her instruction and engages in meaningful goal-setting to target areas of improvement.
* The teacher exceeds the professional expectations set by his/her administrative superiors and colleagues

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| **Field Notes/Commentary – preface with dates** |
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**Confirmation of E-mail and Portfolio Upload:**

Supervisor Typed Name: Date:

**Post-Observation Conference – Additional Notes if needed:**

Notes