

## Kutztown In-Progress Formative Observation Instrument: Special Education

Adapted from the Danielson Framework for Teaching

Student teacher \_\_\_\_\_

Date \_\_\_\_\_

	Not Met	Acceptable	Proficient	Evidence
<b>Planning and Preparation</b>				
a. Knowledge of content and Pedagogy				
b. Knowledge of students (including accommodations)				
c. Setting instructional outcomes (clearly identified outcomes related to goals for lessons)				
d. Knowledge of resources (related to SPU)				
e. Designing Coherent Instruction (instruction follows a sequence)				
f. Designing Student Assessment (a form of assessment for lesson)				
<b>The Classroom Environment</b>				
a. Respect and Rapport				
b. Culture for learning (makes use of incidental learning opportunities)				
c. Classroom Procedures (little or no loss of instructional time/able to implement instruction into classroom routines)				
d. Student Behavior (Keeps Student on Task)				
e. Organizing Physical Space (Ensuring room for materials)				
<b>Instruction</b>				
a. Communicating with students				
b. Questions and Discussions				
c. Student Engagement (uses innovative ideas to keep student engaged and reach goals)				
d. Assessment (uses a variety of both formal and informal assessments)				
e. Flexibility and Responsiveness				
<b>Professional Responsibilities</b>				
a. Reflecting on Teaching (discusses ways to improve)				
b. Supervised Maintenance of Records (progress monitoring for students)				
c. Supervised communication with families				
d. Participation in Professional Community (Teaming)				
e. Growing and Developing professionally (asks questions/stays engaged)				
f. Showing Professionalism				

Comments

Supervisor / Mentor Teacher \_\_\_\_\_