***Observation Summary Form (OSF)***

***Formative Assessment Tool for Collaborating Teachers and Supervisors***

**Description of the Assessment and Its Use in the Program**

What?

The Observation Summary is a formative assessment based on the Georgia Candidate Assessment on Performance Standards (CAPS). Some standards/criteria are repeated so that assessor can provide formative support throughout the lesson planning and implementation process.

Who?

This assessment is to be completed by supervisors and collaborating teachers using evidence from the pre-conference, the lesson plan, the observation, the post-conference, and other sources.

When?

TOSS/Methods/YCE I/Practicum II: Twice by each assessor

Student Teaching/YCE II/Practicum III: Twice before the midterm and twice after midterm by each assessor

**Candidate Name** *Click to enter text.* **Date** *Click to enter text.***Supervisor** *Click to enter text.* **Observation #** *Click to enter text*

**School/Grade/Subject** *School*/*Grade*/*Subject* **Collaborating Teacher** *Click to enter text.*

**Person completing form** [ ]  **Cooperating Teacher** **[ ]  Supervisor** **[ ]  Candidate**

**Check one: [ ]  TOSS/Pract. II [ ]  Student Teaching/Pract. III** **[ ]  Yearlong Clinical Practice I** **[ ]  Yearlong Clinical Practice II**

**Part I Evaluation of Planning**

**Directions –**

* If there is no evidence for an indicator, it should become an identified goal for which the candidate should demonstrate proficiency by the mid-term or end of the semester.
* Rate candidates using evidence from the lesson plan, in relation to the standard, not in relation to each other or to a first year teacher. A rating of “4” is exemplary and should be given only when a candidate demonstrates expertise, leadership, and role model skills, and it should be strongly supported with cited evidence and documentation.

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| **Part I: Standard 2: Instructional Planning -** *The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.* | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Analyzes and uses student learning data to inform planning.
* Develops plans that are clear, logical, sequential, and integrated across the curriculum.
* Plans instruction effectively for content mastery, pacing, and transitions.
* Plans for instruction to meet the needs of all students.
* Aligns & connects lesson objectives to state & local school district curricula & standards, and student learning needs.
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| **Part I: Standard 2** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate **inadequately** demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice. | **L-2: Needs Development** The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice. | **L-3: Proficient**The teacher candidate **consistently** demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | **L-4 Exemplary:**The teacher candidate **continually** demonstrates **extensive** content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. |
| **Planning- Standard 4: Differentiated Instruction -** The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist..*** * Differentiates instructional content, process, product, & learning environment to meet individual developmental needs.
* Provides remediation, enrichment, and acceleration to further student understanding of material.
* Uses diagnostic, formative, & summative assessment data to inform instructional modifications for individual students.
* Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
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| **Part I:****Standard 4** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate **does not challenge** students by providing appropriate content orby developing skills which address individual learning differences. | **L-2: Needs Development** The teacher candidate **inconsistently** challenges students by providing appropriate content orby developing skills which address individual learning differences. | **L-3: Proficient**The teacher candidate challenges students by providing **appropriate** content and by developing skills which address individual learning differences. | **L-4 Exemplary:**The teacher candidate **optimizes** students’ opportunities to learn by engaging them in critical and creative thinking and challenging activities tailored to address individual learning needs. |
| **Part I- Standard 5: Assessment Strategies -** The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Uses assessment techniques that are appropriate for the developmental level of students.
* Involves students in setting learning goals and monitoring their own progress.
* Uses formal and informal assessments for diagnostic, formative, and summative purposes.
* Uses grading practices that report final mastery in relationship to content goals and objectives.
* Collaborates with others to develop common assessments, when appropriate.
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| **Part I:****Standard 5** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate chooses an **inadequate variety** of diagnostic, formative, and summative assessment strategies or the instruments are **not appropriate** for the content or student population. | **L-2: Needs Development** The teacher candidate **inconsistently** chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are **sometimes not appropriate** for the content or student population. | **L-3: Proficient**The teacher candidate **systematically** and **consistently** chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are **valid** and **appropriate** for the content and student population. | **L-4 Exemplary:**The teacher candidate **continually** demonstrates **expertise** and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and **guides students to monitor and reflect on their own academic progress**.  |
| **Part I- Standard 6: Assessment Uses -** The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
* Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
* Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
* Systematically analyzes and uses data to measure student progress, design appropriate interventions, and inform long-and short-term instructional decisions.
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| **Part I: Standard 6** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate **does not** gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, orto provide feedback in a constructive or timely manner. | **L-2: Needs Development** The teacher candidate **inconsistently** gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback. | **L-3: Proficient**The teacher candidate **systematically** gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. | **L-4 Exemplary:**The teacher candidate **consistently** demonstrates **expertise** in using data to measure student progress and leads others in the effective use of data to inform instructional decisions.  |

**Part II Assessor’s Evidence/Notes from Observation**

**Directions**

* Type directly in this section of this form or, if preferred, use other pages for handwritten notes from the observation. Please list observed evidence.
* Do not transfer your observation notes to Chalk and Wire; use them to inform your conversation with the candidate during the post-conference and your evaluation.

***Click to enter text here.***

**Part III Evaluation of Implementation and Post Conference Reflection**

**Directions**

* When completing Part III, please rate each standard and list evidence from the observation or Post Conference that was used to determine the rating.
* If evidence for an indicator is not observed, it should become an identified goal for which the candidate should demonstrate proficiency by the mid-term or end of the semester.
* Candidates should be scored in relation to the standard, not in relation to each other or to a first year teacher. A rating of “4” is exemplary and should be given only when a candidate demonstrates expertise, leadership, and role model skills, and it should be strongly supported with cited evidence and documentation.

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| **Instruction- Standard 1: Professional Knowledge -** The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Addresses appropriate curriculum standards and integrates key content elements
* Facilitates students’ use of higher–level thinking skills in instruction.
* Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
* Demonstrates accurate, deep, and current knowledge of subject matter.
* Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
* Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
* Displays an understanding of the intellectual, social, emotional, and physical development of the age group.
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| **Part II: Standard 1** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice. | **L-2: Needs Development** The teacher candidate **inconsistently** demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice. | **L-3: Proficient**The teacher candidate **consistently** demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | **L-4 Exemplary:**The teacher candidate **continually** demonstrates **extensive** content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum |
| **Instruction- Standard 3: Instructional Strategies -** The teacher candidate promotes learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Builds upon students’ existing knowledge and skills.
* Reinforces learning goals consistently throughout the lesson.
* Uses a variety of research-based instructional strategies and resources.
* Effectively uses appropriate instructional technology to enhance student learning.
* Communicates and presents material clearly, and checks for understanding.
* Develops higher-order thinking through questioning and problem-solving activities.
* Engages students in authentic learning by providing real-life examples and interdisciplinary connections.
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| **Part II: Standard 3** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate does not use research-based instruction strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or promote key skills. | **L-2: Needs Development** The teacher candidate **inconsistently** uses-researched-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for the engaging students in active learning or for promoting key skills. | **L-3: Proficient**The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills. | **L-4 Exemplary:**The teacher candidate optimizes students’ opportunities to learn by engaging students in higher-order thinking and by identifying and effectively implementing the most appropriate research-based instructional strategies. |
| **Instruction- Standard 4: Differentiated Instruction -** The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Differentiates instructional content, process, product, & learning environment to meet individual developmental needs.
* Uses flexible grouping strategies to encourage peer interaction and to accommodate learning appropriate needs.
* Demonstrates high learning expectations for all students.
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| **Part II Standard 4** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate **does not challenge** students by providing appropriate content orby developing skills which address individual learning differences. | **L-2: Needs Development** The teacher candidate **inconsistently** challenges students by providing appropriate content orby developing skills which address individual learning differences. | **L-3: Proficient**The teacher candidate challenges students by providing **appropriate** content and by developing skills which address individual learning differences. | **L-4 Exemplary:**The teacher candidate **optimizes** students’ opportunities to learn by engaging them in critical and creative thinking and challenging activities tailored to address individual learning needs. |
| **Part II- Standard 5: Assessment Strategies -** The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Uses assessment techniques that are appropriate for the developmental level of students.
* Varies and modifies assessments to determine individual student needs and progress.
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| **Part II****Standard 5** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate chooses an **inadequate variety** of diagnostic, formative, and summative assessment strategies or the instruments are **not appropriate** for the content or student population. | **L-2: Needs Development** The teacher candidate **inconsistently** chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are **sometimes not appropriate** for the content or student population. | **L-3: Proficient**The teacher candidate **systematically** and **consistently** chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are **valid** and **appropriate** for the content and student population. | **L-4 Exemplary:**The teacher candidate **continually** demonstrates **expertise** and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and **guides students to monitor and reflect on their own academic progress**.  |
| **Part II- Standard 6: Assessment Uses -** The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Provides constructive and frequent feedback to students on their progress toward their learning goals.
* Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.
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| **Part II Standard 6** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate **does not** gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, orto provide feedback in a constructive or timely manner. | **L-2: Needs Development** The teacher candidate **inconsistently** gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback. | **L-3: Proficient**The teacher candidate **systematically** gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. | **L-4 Exemplary:**The teacher candidate **consistently** demonstrates **expertise** in using data to measure student progress and leads others in the effective use of data to inform instructional decisions.  |
| **Part II- Standard 7 Positive Learning Environment -** The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Responds to disruptions in a timely, appropriate manner.
* Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
* Models caring, fairness, respect, and enthusiasm for learning.
* Promotes a climate of trust and teamwork within the classroom.
* Promotes respect for and understanding of students’ diversity, including, but not limited to, race, color, religion, sex, national origin, or diversity.
* Actively listens and pays attention to students’ diversity, including, but not limited to, race, color, religion, sex, national origin, or diversity.
* Actively listens and pays attention to students’ needs and responses.
* Arranges the classroom materials and resources to facilitate group and individual activities
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| **Part II****Standard 7** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate **inadequately** addresses student behavior, displays a negative attitude toward students, **ignores** safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all. | **L-2: Needs Development** The teacher candidate **inconsistently** provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | **L-3: Proficient**The teacher candidate **provides** a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | **L-4 Exemplary:**The teacher candidate **creates a dynamic and vibrant environment** where students feel physically, intellectually, and emotionally safe, and are encouraged to take ownership of their own learning behavior. |
| **Instruction- Standard 8 Academically Challenging Environment -** The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Maximizes instructional time.
* Conveys the message that mistakes should be embraced as a valuable part of learning.
* Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
* Provides transitions that minimize loss of instructional time.
* Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
* Encourages students to explore new ideas and take academic risks.
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| **Part II Standard 8** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate **does not** provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners. | **L-2: Needs Development** The teacher candidate **inconsistently** provides a student-centered environment in which teaching and learning occur at high levels orwhere students are self-directed. | **L-3: Proficient**The teacher candidate **creates** a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | **L-4 Exemplary:**The teacher candidate **creates** an academic learning environment where students are regularly encouraged to tackle **challenging** material and academic risks. |
| **Instruction- Standard 9: Professionalism -** The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Maintains professional demeanor and behavior.
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| **Part II Standard 9** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate shows a **disregard** toward professional ethics or the school’s mission orrarely takes advantage of professional grow opportunities. | **L-2: Needs Development** The teacher candidate **inconsistently** supports the school’s missionor seldom participants in professional growth opportunities. | **L-3: Proficient**The teacher candidate **demonstrates a commitment** to professional ethics and the school’s mission, participates in professional growth opportunities, and contributes to the profession. | **L-4 Exemplary:**The teacher candidate **continually engages in a high level** of professional growth and application of skills and contributes to the development of others and the well-being of the school. |
| **Instruction- Standard 10: Communication -** The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | **Evidence***Click here to list evidence used to evaluate this standard.* |
| ***Performance indicators: These are not inclusive and should not be used as a checklist.*** * Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
* Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.
* Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
* In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style
* Listens and responds with cultural awareness, empathy, and understanding to the voice of students.
* Uses modes of communication that are appropriate for a given situation.
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| **Part II****Standard 10** | N/E = No Evidence | **L-1: Ineffective**The teacher candidate **inadequately** communicates with students, parents, or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns responding to inquiries, or encouraging involvement. | **L-2: Needs Development** The teacher candidate **inconsistently** communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning, | **L-3: Proficient**The teacher **candidate communicates** effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | **L-4 Exemplary:**The teacher candidate **uses optimal communication techniques** in a given situation to proactively inform, network, and collaborate with others to enhance student learning. |

**ONCE THIS DOCUMENT IS COMPLETE:**

* **Collaborating Teachers will email the completed Observation Summary Tool to the supervisor**
* **Supervisors will enter results into Chalk and Wire and attached the completed tools as “annotated documents.”**