

Observation # ____

Post Observation Debrief:

After you have established a comfort level and addressed the candidate's state of mind, use this process to optimize *reflection on action* and *reflection for future action*.

TRANSITIONING TO AN ANALYTICAL & REFLECTIVE MODE

Let's think together about your lesson to see what we can learn about your impact on student learning. . .

Now that we've both shared some impressions about how your lesson went, let's unpack one or two key moments of the lesson. . .

CLARIFY OUTCOME

- What was the desired knowledge, understanding, or skill of the lesson? How did you plan for *all* students to reach these goals?

LEARNING

- How do you know that *all* students made progress toward that goal or are still struggling with the lesson topic?
- How did your planning impact students access to the learning goal? Did the assessment(s) you used make student thinking visible?

EVIDENCE

- In what way did the learning environment impact student learning? Where are examples of your showing respect for and rapport with the students? Did you feel the learning environment was positive or challenging? Why?
- How did you actively engage students in a learning task related to the lesson topic?
- What strategies did you use to make student thinking visible in the lesson? What did you see when you employed those strategies? What did you learn about their thinking?
- What kind of questions did you ask the students to elicit student thinking? Were you able to build on students' responses to deepen or clarify student knowledge of the topic?

Providing TPE-aligned feedback to your candidates: After each observation, provide your candidate with feedback based on the rubric below. You only need to check one column for each broad TPE category.

Rubric Criteria:

1 – **No evidence** of application/implementation

2 – **Beginning:** Attempting to apply/implement

3 – **Developing:** Building on past experience/knowledge/reflections

4 – **Proficient:** *Often* implementing effective practices

5 – **Skilled:** Consistently implementing effective practices

TPE	1	2	3	4	5	Comments/Evidence
1: Engaging and Supporting All Students in Learning - Connects to student interests (1.3) - Promotes critical thinking (1.5) - Uses ELD, SDAIE strategies (1.6) - Monitors and adjusts instruction (1.8)						
2: Creating and Maintaining Effective Environments for Student Learning - Promotes inclusive environment (2.3) - Maintains high expectations (2.5) - Communicates clear expectations for behavior (2.6)						

3: Understanding and Organizing Subject Matter for Student Learning - Demonstrates knowledge of subject matter and standards (3.1) - Demonstrates knowledge of students to organize curriculum (3.2) - Plans, designs, implements and monitors instruction (3.3) - Uses/adapts resources to facilitate equitable access to curriculum (3.6)					
4: Planning Instruction and Designing Learning Experiences for All Students - Uses instructional time effectively (4.4) - Uses UDL strategies and modifications (4.4) - Developmentally, linguistically and culturally appropriate learning activities (4.4) - Plans opportunities for students to support each other in learning (4.4) - Plans instruction to promote communication strategies and activity modes T-S and S-S(4.7)					
5: Assessing Student Learning - Demonstrates knowledge of purposes and uses of different types of assessments (5.1) - Collects and analyses data from multiple measures and sources (IEP, 504, etc) to plan and modify instruction over time (5.2, 5.8)					
6: Developing as a Professional Educator					

- Reflects on teaching practice to improve student learning (6.1) - Recognizes values and biases and works to mitigate any negative impact on students (6.2) - Exhibits positive dispositions of caring, support, acceptance and fairness to all students (6.2)						
---	--	--	--	--	--	--