



Formal Lesson Observation

Student Name: _____ Date of Observation: _____

School: _____ University Supervisor: _____ Grade/Subject: _____

Standard I – Teachers demonstrate mastery of pedagogical expertise in the content they teach.		
Element	Rating	Narrative/Evidence
A – Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary
B – Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary
C – Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary



Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.			
A – Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
B – Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity while working toward common goals as a community of learners	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
C – Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
D -- Teachers work collaboratively with the families and/or significant adults for the benefit of students.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	



Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.			
A - Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
B - Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
C - Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
D - Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
E - Teachers provide students with opportunities to work in teams and develop leadership.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
F - Teachers model and promote effective communication.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	



Standard IV - Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.			
A - Teachers demonstrate high standards for professional conduct.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
B - Teachers link professional growth to their professional goals.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
C - Teachers are able to respond to a complex, dynamic environment.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
D - Teachers demonstrate leadership in the school, the community, and the teaching profession.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
Overall Lesson Rating	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	



Overall Comments

University Supervisor

Student Teacher

Cooperating Teacher



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Element	Rating	Narrative/Evidence
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B – Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary
C – Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary



Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.			
A – Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
B – Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity while working toward common goals as a community of learners	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
C – Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
D -- Teachers work collaboratively with the families and/or significant adults for the benefit of students.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	



Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.			
A - Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
B - Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
C - Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
D - Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
E - Teachers provide students with opportunities to work in teams and develop leadership.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
F - Teachers model and promote effective communication.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	



Standard IV - Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.			
A - Teachers demonstrate high standards for professional conduct.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
B - Teachers link professional growth to their professional goals.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
C - Teachers are able to respond to a complex, dynamic environment.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
D - Teachers demonstrate leadership in the school, the community, and the teaching profession.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
Overall Lesson Rating	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	



Overall Comments

University Supervisor

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Overall Comments

University Supervisor

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