# Overview: Sample Observation Form Focused on Inclusive Instruction

icon of pen in ink jar to represent author **CONTRIBUTOR**

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Icon of a document with lines of text and a folded corner**WHAT is this resource?**

This resource is an example of a completed observation form, done by a Program Supervisor, during an announced observation in which the focus was the Teacher Candidate’s ability to provide inclusive instruction.

Icon of a calendar with multiple blocks to represent time **WHEN could this resource be used?**

This resource could be used during the practicum semester to show a Teacher Candidate an example of what a completed observation form might look like.

Icon with a group of five people standing together  **WHO could use this resource?**

The faculty member responsible for preparing Teacher Candidates for the practicum, as well as the **Program Supervisor, Supervising Practitioner** and **Teacher Candidate** could all use this resource.

**icon with a checkmark in a circle HOW could this resource best be used?**

This resource is not only helpful for Teacher Candidates to understand the expectations for an observation, but this resource can also be used in the training of Program Supervisors so that they all have the same understanding of the details and notes to record during an observation, especially one in which the focus is on a Teacher Candidate’s ability to provide inclusive instruction.

***Note:*** *This resource was submitted for inclusion in the Candidate Assessment of Performance (CAP) Resource Hub. It is intended to serve as a reference and source of guidance for others engaged in the CAP process. While it reflects one approach, users should adapt its content to fit the specific context and needs of their own evaluations.*

## Sample Observation Form Focused on Inclusive Instruction

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| **Candidate Name:** | Candidate |

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| --- | --- | --- | --- |
| **Observation Number:** | 1 | **Observation Type:** | ü Announced  Unannounced |
| **Observed by:** | Program Supervisor | **Role:** |  |

|  |  |
| --- | --- |
| **Required Focus Elements** | Observed (Yes/No) |
| I-A-1 Subject Matter Knowledge | Yes |
| II-A-1 High Expectations and Support | Yes |
| II-B-2 Safe Learning Environment | Yes |

|  |  |
| --- | --- |
| **Optional Elements** | Observed (Yes/No) |
| I-C-2 Adjustments to Practice | Yes |
| II-A-3 Inclusive Instruction | Yes |
| III-C-1 Collaboration on Student Learning and Well-Being |  |
| IV-A-1 Reflective Practice |  |

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| --- | --- |
| **Date of Lesson/Activity Observed:** |  |
| **Modality of Observation:** | ü In-person  Virtual, synchronous (Announced Observations only)  Virtual, asynchronous (Announced Observations only) |
| **Start Time:** |  |
| **End Time:** |  |
| **Format:** | ü Whole Group  Small Group  One-on-One  Other (please describe below) |
| **Content Topic or Lesson Objective:** |  |

**Active Evidence Collection** (may be entered below or on a separate form)

|  |
| --- |
| See below |

**Synthesized Evidence**

|  |  |
| --- | --- |
| Element | Synthesized Evidence |
| I-A-1 Subject Matter Knowledge | * Candidate began the lesson with a brainstorm. The brainstorm had students reflect on what they knew about the Great Depression. This provided a review of the content and ensured students had prior knowledge required for the lesson. * Candidate provided explicit vocabulary instruction and review. * Candidate utilized primary source photographs to show students what it looked like during the Great Depression. She also connected the photographs to current unhoused populations in larger cities. |
| II-A-1 High Expectations and Support | * When conducting a brainstorm, Candidate wrote key ideas on the board. This allowed students to hear the discussion and also written information for students to reference throughout the lesson. * Candidate asked students to expand their thinking. When one student commented about Hoover, Candidate asked why the student felt Hoover was not a good president. She then reinforced the student’s idea with specific examples. * During the Jeopardy game, Candidate had a wheel with all students in the class. This provided all students with an opportunity to participate. * When students were hesitant to answer, Candidate provided additional support and scaffolds to the student. * When one student did not complete his exit ticket, Candidate provided individualized support and had the student provide his answer verbally, rather than writing it. |
| II-B-2 Safe Learning Environment | * Candidate began the lesson with a mindfulness activity. This settled students when they came into the classroom after lunch. * Throughout the lesson, Candidate reinforced expected behaviors. She said to a student, “I like your quiet hand”. This helped to show students the behaviors that were expected. * Candidate began class with a check in and provided students with different ways to answer. * Candidate utilized an agenda with a checklist, with clear and student friendly agenda items. This provided students with a clear routine for the class period. * It was evidence students felt safe in the classroom, as one student felt comfortable asking other students to be quiet since she had a headache. Candidate was receptive to the student’s need and acknowledged how the student was feeling. * When one student did not want to answer, Candidate encouraged the student and provided support for the student. The student then was willing to take a risk and answer the question. * Prior to moving to the next activity, Candidate provided clear expectations for the upcoming activity. She told students where all of the materials would be and what students would be working on. She also explained that other offices would be there, so students needed to be quiet while working. |

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| --- | --- |
| Element | Optional Elements, include if observed: |
| I-C-2 Adjustments to Practice | Not observed. |
| II-A-3 Inclusive Instruction | * As an activator, Candidate utilized a riddle that was related to the content and provided students with different ways to answer (thumbs up, post-it). * Candidate incorporated multiple means of representation throughout the lesson, integrating visuals, videos, written definitions and oral discussions. This allowed students to access the content in multiple ways. * Candidate taught and reviewed content through a Jeopardy game, which allowed students to learn about the content in a way that was accessible and engaging. * Candidate provided students with an optional graphing paper, so students could draw a plan prior to creating their shantys. |
| III-C-1 Collaboration on Student Learning and Well-Being | Not observed. |
| IV-A-1 Reflective Practice | Not observed. |

**Actionable Feedback**

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| --- | --- |
| **Area(s) of Strength:**  Specific strategies or recommendations to continue to reinforce these strengths: | * Candidate had reflected on prior lessons and paid close attention to the pacing of the lesson. She provided students with many different time reminders throughout the lesson and ensured students were aware of the amount of time they had per lesson. Candidate also had a more clear agenda that students could follow throughout the lesson. * Candidate incorporated principles of UDL throughout the lesson, allowing students many options throughout the lesson, including having multiple means of representation and expression throughout the lesson. |
| **Area(s) for Growth:**  Specific strategies or recommendations to improve in these areas: | * At the end of the lesson, it would be great to reinforce the lesson with all students and have students share their learning with each other. |