# Overview: Sample Observation Form Focused on Subject Matter Knowledge

 **CONTRIBUTOR**

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**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 display of subject matter knowledge.

 **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.

 **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.

** 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 subject matter knowledge.

***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 Subject Matter Knowledge

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| **Candidate Name:** | Candidate |

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

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| --- | --- |
| **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 |

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| --- | --- |
| **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)

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| See below |

**Synthesized Evidence**

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| Element | Synthesized Evidence |
| I-A-1 Subject Matter Knowledge | * At the start of the lesson, the Candidate reviewed background information that was important to the lesson. He previewed the words biography and biology. Candidate connected these key words to other classes students were in and reviewed what each word meant. Candidate also reviewed the morphology of the words biology and biography, showing how “bio” was in both words and related to “life”. This was a good connection to make for students and a way to expand students’ vocabulary.
* Candidate reviewed key vocabulary and academic vocabulary for the lesson. He had visuals of the vocabulary words and provided students with visuals to reference.
* When watching the video, Candidate paused the video at key points and connected the content to students’ lives. He asked students how they would feel if they were not allowed to watch television.
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| II-A-1 High Expectations and Support | * Candidate provided students with the opportunity to talk in pairs. By talking in pairs and sharing ideas with each other, students were able to expand on their answers and have more robust ideas for the large discussion.
* Candidate introduced complex content and carefully discussed challenging topics, such as the Taliban, in an age and developmentally appropriate way where students could access the content in a way they understood.
* Candidate repeated and rephrased his questions throughout the lesson. This allowed students to hear the information in different ways and to hear the question multiple times.
* Candidate provided scaffolded questions when students had difficulty with aspects of the independent work. For one student, he asked, “would this be a main idea? Where would it go?” This additional prompting supported students in achieving the objectives and accessing grade level content.
* At the end of the lesson, Candidate had students write something they had learned on the board. This helped to reinforce content from the lesson and also provided an opportunity for students to share with each other.
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| II-B-2 Safe Learning Environment | * When students began to talk at the same time, Candidate reinforced the expectations for the class and for only one student to talk at a time.
* Throughout the lesson, Candidate had clear expectations for students. When one student spoke without raising her hand, Candidate reminded the student to raise her hand when she was speaking.
* Candidate selectively ignored comments from students when comments were not related to the content and detracted from the conversation. This helped to keep the discussion focused.
* When Candidate noticed that students had low energy, he had students stand and participate in an active movement break.
* When one student asked for a break, Candidate allowed the student to take a break but asked him to utilize a timer and take a 1 minute break. This helped to refocus the student but didn’t distract
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| Element  | Optional Elements, include if observed: |
| I-C-2 Adjustments to Practice | Not observed. |
| II-A-3 Inclusive Instruction | * Candidate provided visual supports throughout the lesson to show the information in multiple ways. He had a picture of Malala Yousafzai and a picture of a Nobel Prize and the areas where people can earn a Nobel Prize.
* After introducing background information and vocabulary, Candidate showed a video for students that explored the content students would be learning about. The video provided a clear picture of who Malala was and the context in which she lived. This was a great way to incorporate multiple means of representation.
* During students’ independent reading time, Candidate supported students individually to ensure all students could access the lesson content.
* When one student had difficulty coming up with an idea at the end to write on the board, Candidate prompted the student by asking questions about what they had learned about today.
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| III-C-1 Collaboration on Student Learning and Well-Being | Not observed. |
| IV-A-1 Reflective Practice | * Candidate incorporated feedback from prior lessons into this lesson. He explicitly modeled the strategy that students were engaged in and increased the independence for students by having students complete the last part of the lesson on their own.
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**Actionable Feedback**

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| **Area(s) of Strength:** | * Making content accessible, using UDL
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| Specific strategies or recommendations to continue to reinforce these strengths: | * Throughout the lesson, Candidate made the content accessible for students. He broke down key vocabulary, providing a morphemic analysis of the word biography and connecting it to a familiar concept (biology). Candidate also supported students’ understanding of a complex topic (Taliban and Pakistan) and provided ways for students to understand what living under the Taliban was like and connecting it to students’ lives.
* Candidate utilized the principles of UDL to provide access for students in multiple ways throughout the lesson. He showed the content in different ways, incorporated visuals and videos throughout the lesson.
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| **Area(s) for Growth:** | Framing purpose of reading, modeling thinking, keeping visuals visible |
| Specific strategies or recommendations to improve in these areas: | * Make sure to set the purpose for reading and facilitate connections for students – Why did they move from Malala to RBG? What is the connection between the two? It might help to model with the Malala text and model the first key fact and then move to more independence rather than utilizing a completely different text.
* It could help to use think alouds to demonstrate the thinking that you have when you are modeling. This can help students to hear what internal processes you might be going through when you are reading a text.
* Keep visuals with vocabulary apparent for students so they can refer to during the lesson
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