



WESTERN GOVERNORS UNIVERSITY

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DEMONSTRATION TEACHING ELEMENTARY EDUCATION, EARLY CHILDHOOD, SECONDARY SOCIAL SCIENCE & SPECIAL EDUCATION (ELEMENTARY PLACEMENT ONLY) OBSERVATION FORM

Six observations are required.

Note: For Special Education students: 3 observations in the elementary placement using this form and 3 observations in the special education placement using the special education observation form.

Please follow these guidelines:

Each observation is expected to last a minimum of 45 minutes and no longer than two hours. Beginning no later than the third week, perform an observation approximately every 7-10 days. Prior to the observation, review the lesson with the teacher candidate in person, by email or by phone. After the observation, conduct a Post Observation Conference to review your ratings and comments with the teacher candidate within 48 hours in person or by phone.

Submit this form within 3 days of your observation of the teacher candidate. In the case of split placements such as for special education or early childhood education, you must complete the first three observations and midterm in the first placement and the second three observations and final in the second placement. If you feel that this time frame needs to be altered for your teacher candidate, please notify the Teacher Success Team at

The Teacher & Principal Success Team will review all forms to verify the candidate's successful progression to demonstrate competency across all areas of the observation.

Scoring

0 = Not Observed. The candidate did not demonstrate the teaching practice.

1 = Emerging. The candidate demonstrates through their knowledge or skills that they require significant remediation to improve the teaching practice. The candidate requires sustained, intensive support in order to achieve success.

2 = Learning. The candidate demonstrates through their knowledge or skills that they are learning and require some additional practice to fully demonstrate competency for the teaching practice. The candidate lacks professional confidence and requires additional support in order to achieve success.

3 = Competent. The candidate demonstrates through their knowledge or skills that they are fully competent to meet the teaching practice. The candidate is generally confident, competent, and demonstrates potential for success.

4 = Exemplary. The candidate demonstrates through their knowledge and skills above what is expected for a competent candidate related to the teaching practice. The candidate exudes confidence, composure, and competence, is able to work with increasing independence, and demonstrates a strong potential for success.

WGU expects that early observations may be below standard. However, we expect the teacher candidate to grow and improve with each consecutive observation. **The teacher candidate is expected to have no more than 4 "0, 1 or 2" by the final observation in order to pass the demonstration teaching assignment. If you do not see continued growth and or have concerns about the ability of the teacher candidate to meet all standards by the 4th observation, please contact the Teacher Success Team immediately for assistance.**

If any ratings of "0, 1 or 2" are given, it is required that you share specific feedback in the Comments Box of the area in question in order for the candidate to make improvements in time for the next observation and ultimate final evaluation.

Contact information:

For questions about the observation guidelines, this form, or concerns about a teacher candidate's progress, please contact the Teacher Success Team at: [REDACTED] or call the toll free phone number: [REDACTED]

NOTES: You will not be able to submit this observation form if you do not fill out the required information. Once you submit this form to WGU, an auto-generated copy will be sent to the teacher candidate.

General Information

Teacher Candidate:

Program Name:

Program Code:

Teacher Candidate WGU ID Number (9 digits)

Observation Date

Start Time of Observation

Finish Time of Observation (minimum of 45 minutes)

Observation Number - please indicate which observation number you are currently completing:

- Observation 1
- Observation 2
- Observation 3
- Observation 4
- Observation 5
- Observation 6
- Observation - Additional 1 (if required)
- Observation - Additional 2 (if required)

FOR TEXAS STUDENTS ONLY

The Texas Education Agency (TEA) requires that the **post observation conference must be conducted in person**, preferably on the same day as the observation, but no longer than 48 hours after the observation. In addition, the TEA requires that WGU send copies of all observation and evaluation forms to building principals for all teacher candidates completing student teaching in TX. Please provide the name and email address of the building principal for your teacher candidate.

Building Principal Name

Building Principal Email Address

Did you complete this observation remotely using GoReact?

- Yes
- No

One of the six observations can be unannounced to the teacher candidate.

This observation was an unannounced observation:

- True
- False

PRE OBSERVATION CONFERENCE AND LESSON PLAN

Prior to each observation you are asked to meet with the teacher candidate in person, by phone or by email to discuss the candidate's lesson plan. The teacher candidate is expected to provide you with a lesson plan at least 3 days prior to the scheduled observation. The Pre Observation Conference provides an excellent opportunity to review the lesson plan, make suggestions for adjustments, and have a plan for the observation you will conduct. Please set that expectation with your candidate.

Did the teacher candidate provide you with a lesson plan at least 3 days prior to the scheduled observation?

- Yes
- No

Please indicate which method was used to conduct the Pre Observation Conference.

- Telephone
- Email
- In person
- N/A - this was an unannounced observation

Please share any comments related to the Pre Observation Conference.

Planning for Instruction

The graduate designs instruction that effectively integrates understanding of subject matter, curriculum goals, cross-disciplinary skills, pedagogy, and students.

0=Not Observed 1=Emerging 2=Learning 3=Competent 4=Exemplary

For rubric explanation click here: [Planning for Instruction](#)

	0	1	2	3	4
1. Prepares lessons that include measurable learning objectives that are aligned to district or state standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Plans multiple ways for students to demonstrate knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Plans interdisciplinary strategies for multiple content areas, as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Plans for the needs of individual students using appropriate strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners (behavior challenges, gifted or students with exceptional learning needs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Provides sufficient detail to deliver the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Plans multiple ways to check for understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Plans strategies for language development that address academic language* and English Language Learners (ELLs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Academic language is the oral, written, auditory, and visual language required to learn effectively in schools. As opposed to conversational or social language, academic language is the “formal language” of the classroom used in vocabulary, grammar, punctuation, syntax, or discipline-specific terminology.

If any areas are marked with a 0, 1 or 2, you are required to include comments to provide suggestions for improvement or why an area was not observed. We also encourage you to share any comments of success or strength you saw demonstrated by the teacher candidate in this section.

Learner Development and Differences

The graduate provides developmentally appropriate instruction that supports the cognitive, linguistic, social, emotional, and physical needs of all students.

0=Not Observed 1=Emerging 2=Learning 3=Competent 4=Exemplary
 For rubric explanation click here: [Learner Development and Differences](#)

	0	1	2	3	4
1. Provides developmentally appropriate instruction that takes into account the different cognitive levels of students (gifted and students with exceptional learning needs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Differentiates instruction to take into account the various linguistic needs of students, including English Language Learners (ELLs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Integrates students’ social, emotional and physical needs and interests into instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If any areas are marked with a 0, 1 or 2, you are required to include comments to provide suggestions for improvement or why an area was not observed. We also encourage you to share any comments of success or strength you saw demonstrated by the teacher candidate in this section.

Learning Environments

The graduate establishes a safe and productive learning environment that supports individual learning, collaborations, and positive social interaction.

0=Not Observed 1=Emerging 2=Learning 3=Competent 4=Exemplary

For rubric explanation click here: [Learning Environments](#)

	0	1	2	3	4
1. Engages with students to create a positive learning environment that promotes respect, understanding, and responsiveness to differing perspectives and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Provides a range of opportunities for students during instruction including small group engagement, collaboration and self-directed learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Maintains a safe learning environment that addresses students' academic, social, and physical needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrates positive, supportive and respectful interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If any areas are marked with a 0, 1 or 2, you are required to include comments to provide suggestions for improvement or why an area was not observed. We also encourage you to share any comments of success or strength you saw demonstrated by the teacher candidate in this section.

Classroom Management

The graduate integrates effective strategies to manage the resources, students, procedures, and routines of the classroom.

0=Not Observed 1=Emerging 2=Learning 3=Competent 4=Exemplary

For rubric explanation click here: [Classroom Management](#)

establishing standards of behavior

	0	1	2	3	4
1. Establishes expectations for appropriate classroom behavior by clearly communicating and enforcing rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrates consistency and fairness, in a timely manner, when implementing appropriate consequences or disciplinary action to reinforce rules and expectations of appropriate classroom behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Manages minimally disruptive behavior with low profile corrections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Utilizes classroom procedures, routines and resources to effectively manage the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Uses praise to reinforce positive behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Uses effective transitions between activities and lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

responding (appropriately to misbehavior)

redirecting off-task behavior

reinforcing positive behavior

good time management

7. Demonstrates an awareness of ongoing activities, student behavior, and student participation throughout the lesson.

*monitoring
the classroom
preventively*

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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If any areas are marked with a 0, 1 or 2, you are required to include comments to provide suggestions for improvement or why an area was not observed. We also encourage you to share any comments of success or strength you saw demonstrated by the teacher candidate in this section.

Assessing Student Learning

The graduate integrates multiple methods of assessment that engage students in their own growth, document student progress, and inform ongoing planning and instruction.

0=Not Observed 1=Emerging 2=Learning 3=Competent 4=Exemplary
For rubric explanation click here: [Assessing Student Learning](#)

	0	1	2	3	4
1. Uses a variety of formative assessments to evaluate student learning throughout the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Engages students in assessment processes by having students review their own progress and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Provides timely, meaningful, and specific feedback to students on their progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Uses formative assessment results to identify student learning needs and modifies instruction throughout the lesson, as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If any areas are marked with a 0, 1 or 2, you are required to include comments to provide suggestions for improvement or why an area was not observed. We also encourage you to share any comments of success or strength you saw demonstrated by the teacher candidate in this section.

Instructing and Engaging Students

The graduate integrates a variety of instructional strategies that engage students in the learning process and encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.

0=Not Observed 1=Emerging 2=Learning 3=Competent 4=Exemplary
For rubric explanation click here: [Instructing and Engaging Students](#)

*student
engagement*

	0	1	2	3	4
1. Fosters and maintains student engagement by teaching interesting lessons that include opportunities for active student participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adjusts instruction in response to student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Uses questioning strategies to stimulate discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Uses technology, as appropriate, to engage students in the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Creates collaborative learning opportunities by utilizing various grouping arrangements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Provides opportunities for students to develop their critical thinking, creative skills, and problem solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Promotes students' communication skills by creating varied opportunities for speaking, listening, reading, and writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Creates opportunities for students to learn, practice, and master academic language.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Academic language is the oral, written, auditory, and visual language required to learn effectively in schools. As opposed to conversational or social language, academic language is the “formal language” of the classroom used in vocabulary, grammar, punctuation, syntax, or discipline-specific terminology.

If any areas are marked with a 0, 1 or 2, you are required to include comments to provide suggestions for improvement or why an area was not observed. We also encourage you to share any comments of success or strength you saw demonstrated by the teacher candidate in this section.

Lesson Presentation

The graduate integrates effective strategies to manage the delivery of lesson content.

0=Not Observed 1=Emerging 2=Learning 3=Competent 4=Exemplary

For rubric explanation click here: [Lesson Presentation](#)

management of materials

	0	1	2	3	4
1. Has a clear start to the lesson by making connections to previous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ensures that all instructional materials and equipment are available and operational at the start of the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Reviews the objectives for the lesson and provides an overall explanation for the upcoming lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Communicates high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Checks for mastery of each step of the lesson before moving to the next step.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Organizes, allocates, and manages time and physical space to maximize instructional time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Moves about the classroom during seat work to check work and provide assistance to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Allows wait time when introducing new or abstract material or when posing more complex questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Has a clear end to the lesson by reviewing objectives to see if they were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

management of time and the physical space of the classroom

monitoring the classroom preventively

10. Provides a transition and explanation of homework, as appropriate, and a preview of the next lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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If any areas are marked with a 0, 1 or 2, you are required to include comments to provide suggestions for improvement or why an area was not observed. We also encourage you to share any comments of success or strength you saw demonstrated by the teacher candidate in this section.

Content Knowledge

The graduate integrates appropriate central concepts, tools of inquiry, and structures of the discipline to make content accessible and meaningful for all students and to assure mastery.

0=Not Observed 1=Emerging 2=Learning 3=Competent 4=Exemplary
 For rubric explanation click here: [Content Knowledge](#)

	0	1	2	3	4
1. Demonstrates accurate and appropriate content knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Explains lesson concepts and skills logically and explicitly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Links students' prior knowledge and experiences to the content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Uses multiple representations and explanations that capture key ideas in the content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Applies content knowledge to real-world situations by making connections for students to local, state, national, or global issues, as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If any areas are marked with a 0, 1 or 2, you are required to include comments to provide suggestions for improvement or why an area was not observed. We also encourage you to share any comments of success or strength you saw demonstrated by the teacher candidate in this section.

ONLY GOREACT observation will answer this

For the remote observations using GoReact, please paste your GoReact comments here:

Please share any summary comments regarding this observation overall. Suggestion: Ask the candidate, "What went well, what didn't go well, and what could they change to improve for the future?" (At least one sentence required)

Please select a summary rating that in your opinion reflects the candidate's overall performance to date using the following definitions:

- 1 = Emerging.** The candidate demonstrates through their knowledge or skills that they require significant remediation to improve the teaching practice. The candidate requires sustained, intensive support in order to achieve success.
 - 2 = Learning.** The candidate demonstrates through their knowledge or skills that they are learning and require some additional practice to fully demonstrate competency for the teaching practice. The candidate lacks professional confidence and requires additional support in order to achieve success.
 - 3 = Competent.** The candidate demonstrates through their knowledge or skills that they are fully competent to meet the teaching practice. The candidate is generally confident, competent, and demonstrates potential for success.
 - 4 = Exemplary.** The candidate demonstrates through their knowledge and skills above what is expected for a competent candidate related to the teaching practice. The candidate exudes confidence.
- 1 = Emerging
 - 2 = Learning
 - 3 = Competent
 - 4 = Exemplary

ACKNOWLEDGMENT

By typing in your name in the space provided below and submitting this observation form, you are acknowledging that you evaluated the teacher candidate and submitted this form.

You are also required to document that you conducted a Post Observation Conference with the teacher candidate either in person or on the phone to review the results of the observation and your comments within 48 hours of completing the observation. Please indicate in the boxes below your name and the date that you conducted the Post Observation Conference.

You and the teacher candidate will be emailed a copy of this observation. Please add to your email address book to receive your copies.

NOTE: If you do not see continued growth and have concerns about the ability of the teacher candidate to

meet all standards by the 4th observation, please contact the Teacher Success Team at

Your Name

Date of Post Observation Conference (yyyy-mm-dd year then MONTH then day)

Was the Post Observation Conference conducted in person or via telephone?

- In person
- Telephone

Worksheet Copy