

TEACHER EDUCATION

BROWARD COLLEGE™

IN-PERSON TEP OBSERVATION FORM

Pre Professional: _____

Observation Date: _____

Observer Signature: _____

Course: _____

School: _____

Mentor Teacher: _____

Group Size: _____

Grade Level: _____

Time Frame: 30 Minutes

Lesson Plan Topic: _____

Highly Effective: Performance clearly and consistently exceeds the requirements.

Effective: Performance meets and occasionally exceeds the requirements.

Developing: Performance does not consistently meet the requirements; Requires guidance and direction to fully achieve responsibility.

Unsatisfactory: Performance is consistently below requirements and is unsatisfactory.

FEAPs	Highly Effective	Effective	Developing	Unsatisfactory
Instructional Design and Lesson Planning				
1.A. Aligns instruction with state-adopted standards at the appropriate level of rigor <ul style="list-style-type: none"> • The teacher consistently plans lessons that include the appropriate level of rigor of the standard to be taught. • The teacher plans instruction and uses materials that are age and developmentally appropriate. 				
1.B. Sequences lessons and concepts to ensure coherence and required prior knowledge <ul style="list-style-type: none"> • The teacher plans lessons that include introductory activities or review of previously learned material • The teacher plans learning experiences that ensure robust instruction and appropriate pacing to ensure students are motivated and engaged. 				
1.C. Designs instruction for students to achieve mastery <ul style="list-style-type: none"> • Lessons have a clear structure and are designed to engage all students in significant learning. 				
1.D. Selects appropriate formative assessments to monitor learning <ul style="list-style-type: none"> • Plans for student assessment are fully aligned with instructional outcomes, with clear criteria. 				
1.E. Uses diagnostic student data to plan lessons. <ul style="list-style-type: none"> • Lesson plans indicate that specific resources and activities are used as a result of an analysis of student data. 				

<p>1.F. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies</p> <ul style="list-style-type: none"> • Learning experiences provide students with opportunities to demonstrate in-depth knowledge of skills and apply learning in a variety of ways. 				
<p>Observable Feedback Specific to Instructional Design and Lesson Planning:</p> <ul style="list-style-type: none"> • 				
<p>The Learning Environment</p>				
<p>2.A. Organizes, allocates and manages the resources of time, space, and attention</p> <ul style="list-style-type: none"> • The teacher is attentive to all happenings in the classroom and adjusts or reorganizes as needed. • The teacher allows an appropriate amount of time for activities. 				
<p>2.B. Manages individual and class behaviors through a well-planned management system</p> <ul style="list-style-type: none"> • It is evident the teacher has established clear procedures and expectations to ensure an orderly and effective classroom environment. • The teacher’s response to student misbehavior is immediate, appropriate, and effective. 				
<p>2.C. Conveys high expectations to all students</p> <ul style="list-style-type: none"> • The teacher clearly communicates high expectations for all students and gives examples or guidance on ways to improve the quality of work. 				
<p>2.D. Respects students’ cultural, linguistic, and family background</p> <ul style="list-style-type: none"> • The teacher ensures that classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to each student’s background, race, culture, language, economic status, and level of development. 				
<p>2.E. Models clear, acceptable oral and written communication skills</p> <ul style="list-style-type: none"> • The teacher’s expectations for student learning and instructions for completing assignments and activities are clearly communicated at the beginning of the lesson and reinforced to ensure student engagement and promote understanding of concepts 				
<p>2.F. Maintains a climate of openness, inquiry, fairness, and support</p> <ul style="list-style-type: none"> • The teacher’s communication with students is clear and expressive, appropriate for students’ development levels, and demonstrates respect and appreciation of diverse cultures and backgrounds. 				

<p>2.G. Integrates current information and communication technologies</p> <ul style="list-style-type: none"> The teacher integrates technology and other resources in a meaningful way to support learning across all levels and all learning styles. 				
<p>2.H. Adapts the learning environment to accommodate the differing needs and diversity of Students</p> <ul style="list-style-type: none"> The teacher uses strategies to engage all students, regardless of ability levels or special needs, in learning activities that promote a deep level of understanding and mastery of standards. 				
<p>2.I. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals</p> <ul style="list-style-type: none"> 				
<p>Observable Feedback Specific to the Learning Environment:</p> <ul style="list-style-type: none"> 				
<p>Instructional Delivery and Facilitation</p>				
<p>3.A. Deliver engaging and challenging lessons</p> <ul style="list-style-type: none"> The teacher delivers relevant, engaging, and challenging lessons that result in active student engagement and participation by all learners regardless of ability level. The teacher uses strategies to engage all students. 				
<p>3.B. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter</p> <ul style="list-style-type: none"> The teacher uses research-based strategies that actively engage students and that promote mastery and understanding of concepts. 				
<p>3.E. Relate and integrate the subject matter with other disciplines and life experiences</p> <ul style="list-style-type: none"> The teacher plans lessons that include real-life experiences and authentic work products to promote a greater depth of understanding of content. 				
<p>3.F. Employ higher-order questioning techniques</p> <ul style="list-style-type: none"> The teacher poses questions related to the learning objective that require higher-order thinking and application of skills and concepts to formulate responses. The teacher allows sufficient wait time to allow all students an opportunity to respond in a well thought out manner. 				

<p>3.G. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding</p> <ul style="list-style-type: none"> The teacher and students use a variety of high-quality and approved resources, including technology, to provide comprehensible instruction for all students, with an emphasis on reaching students with special needs. 				
<p>3.I. Support, encourage, and provide immediate and specific feedback to students to promote student achievement</p> <ul style="list-style-type: none"> The teacher addresses the students' questions with specificity to ensure understanding. The teacher is proactive in addressing preconceptions and misconceptions 				
<p>Observable Feedback Specific to Instructional Delivery and Facilitation:</p> <ul style="list-style-type: none"> 				
<p>Assessment</p>				
<p>4.B. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery</p> <ul style="list-style-type: none"> The teacher designs and administers assessments that are tailored to meet the learning needs of individual students. 				
<p>4.C. Uses a variety of assessment tools to monitor student progress, achievement and learning gains</p> <ul style="list-style-type: none"> The teacher assesses student progress with a variety of assessment measures that are modified to meet the needs of students with specific learning deficits to ensure an accurate measure of learning progress and proficiency is obtained. 				
<p>4.D. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge</p> <ul style="list-style-type: none"> The teacher modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge among students. 				
<p>4.F. Applies technology to organize and integrate assessment information</p> <ul style="list-style-type: none"> The teacher utilizes technology for increased efficiency in organizing student data and acquiring real-time data to use immediately to address students' needs. 				
<p>Observable Feedback Specific to Assessment:</p> <ul style="list-style-type: none"> 				

Continuous Professional Improvement				
5.B. Examines and uses data-informed research to improve instruction and student achievement <ul style="list-style-type: none"> The teacher uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the outcome of the lessons. 				
Professional Responsibility and Ethical Conduct				
6.A. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Professional Conduct of the Education Profession of Florida. <ul style="list-style-type: none"> The teacher consistently models all of the tenets of the <i>Code of Ethics for Florida Educators</i> and the <i>Standards of Professional Conduct</i> and encourages others to do so. 				
Professionalism				
Arrives on time and is fully prepared to begin the lesson. <ul style="list-style-type: none"> The teacher always reports to the assigned school on time. 				
Communicates with cooperating teachers, school faculty, students, and administration in an appropriate manner and respectful tone. <ul style="list-style-type: none"> The teacher regularly communicates with the cooperating teacher and builds professional relationships with colleagues to benefit the school. 				
Observable Feedback Specific to Professionalism-Related Domains:				
<ul style="list-style-type: none"> 				

Areas of Strength

Areas That Need Improvement

Actionable Feedback Using the SMART Model (*Specific, Measurable, Achievable, Relevant, Timely*)

By the second formal observation, the pre-professional will:

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Helpful Links: _____
