

TEACHER EDUCATION

BROWARD COLLEGE™

VIDEO 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. 				

Observable Feedback Specific to Instructional Design and Lesson Planning:

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The Learning Environment

2.A. Organizes, allocates and manages the resources of time, space, and attention

- 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.

2.C. Conveys high expectations to all students

- The teacher clearly communicates high expectations for all students and gives examples or guidance on ways to improve the quality of work.

2.D. Respects students' cultural, linguistic, and family background

- 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.

2.E. Models clear, acceptable oral and written communication skills

- 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

2.F. Maintains a climate of openness, inquiry, fairness, and support

- 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.

Observable Feedback Specific to the Learning Environment:

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Instructional Delivery and Facilitation

<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.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.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>Professional Responsibility and Ethical Conduct</p>				
<p>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.</p> <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. 				

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: _____

Revised July 2024