

FIELD OBSERVATION EVALUATION - COLLEGE SUPERVISOR

Student's Last Name	
Student's First Name	
School Assigned	
Grade/Subject Assigned	Please mark each indicator using the scoring scale below.
College Supervisor's Name	0 Indicator is not applicable at this time.
Date of Observation/Evaluation (MM/DD/YYYY)	1 Demonstrates this indicator at a proficiency level below that expected of a methods/intern student.
Observation/Evaluation #	2 Demonstrates this indicator at a proficiency level acceptable for a methods/intern student.
NWFSC Course Number and Name	3 Demonstrates this indicator at a proficiency level expected of a methods/intern student.
College Instructor's Name	

1. Quality of Instruction: Instructional Design and Lesson Planning		
1. a. Aligns instruction with state-adopted standards at the appropriate level of rigor (Danielson: 1. c. Sets Instructional Outcomes)	11	0 1 2 3
1. b. Sequences lessons and concepts to ensure coherence and required prior knowledge (Danielson: 1. e. Designs Coherent Instruction)	12	0 1 2 3
1. c. Designs instruction for students to achieve mastery (Danielson: 1. a. Demonstrates Knowledge of Pedagogy)	13	0 1 2 3
1. d. Selects appropriate formative assessments to monitor learning (Danielson: 1. f. Designs Student Assessments)	14	0 1 2 3
1. e. Uses diagnostic student data to plan lessons (Danielson: 1. b. Demonstrates Knowledge of Students)	15	0 1 2 3
1. f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies	16	0 1 2 3

2. Quality of Instruction: The Learning Environment		
2.a. Organizes, allocates, and manages the resources of time, space, and attention (Danielson: 2. c. Manages Classroom Procedures)	17	0 1 2 3
2.b. Manages individual and class behaviors through a well-planned management system (Danielson: 2. c. Manages Student Behavior)	18	0 1 2 3
2.c. Conveys high expectations to all students (Danielson: 2.b. Establishing a Culture for Learning)	19	0 1 2 3
2.d. Respects students' cultural linguistic and family background (Danielson: 2. a. Creates an Environment of Respect and Rapport)	20	0 1 2 3
2.e. Models clear, acceptable oral and written communication skills (Danielson: 3. a. Communicating with Students)	21	0 1 2 3
2.f. Maintains a climate of openness, inquiry, fairness and support (Danielson: 2. a. Creates an Environment of Respect and Rapport)	22	0 1 2 3
2.g. Integrates current information and communication technologies	23	0 1 2 3
2.h. Adapts the learning environment to accommodate the differing needs and diversity of students (Danielson: 2. e. Organizes Physical Space)	24	0 1 2 3
2. i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	25	0 1 2 3

3. Quality of Instruction: Instructional Delivery and Facilitation		
3.a. Deliver engaging and challenging lessons (Danielson: 3. c. Engages Students in Learning)	26	0 1 2 3
3.b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	27	0 1 2 3
3.c. Identify gaps in students' subject matter knowledge	28	0 1 2 3
3.d. Modify instruction to respond to preconceptions or misconceptions (Danielson: 1. a. Demonstrates Knowledge of Content)	29	0 1 2 3
3.e. Relate and integrate the subject matter with other disciplines and life experiences	30	0 1 2 3
3.f. Employ higher-order questioning techniques (Danielson: 3.b. Questioning and Discussion Techniques)	31	0 1 2 3
3.g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (Danielson: 1.d. Demonstrating Knowledge of Resources)	32	0 1 2 3
3.h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students (Danielson: 3. c. Engages Students in Learning)	33	0 1 2 3
3.i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement	34	0 1 2 3
3. j. Utilize student feedback to monitor instructional needs and to adjust instruction (Danielson: 3.e. Demonstrates Flexibility and Responsiveness)	35	0 1 2 3

4. Quality of Instruction: Assessment		
4.a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process (Danielson: 3. d. Uses Assessment in Instruction)	36	0 1 2 3
4.b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery	37	0 1 2 3
4.c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains	38	0 1 2 3
4.d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	39	0 1 2 3
4.e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)	40	0 1 2 3
4. f. Applies technology to organize and integrate assessment information (Danielson: 4.b. Maintaining Accurate Records)	41	0 1 2 3
5. Continuous Professional Improvement		
5.a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (Danielson: 4. d. Growing and Developing Professionally)	42	0 1 2 3
5.b. Examines and uses data-informed research to improve instruction and student achievement	43	0 1 2 3
5.c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons	44	0 1 2 3
5.d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (Danielson: 4. c. Communicates with Families)	45	0 1 2 3
5.e. Engages in targeted professional growth opportunities and reflective practices (Danielson: 4. a. Reflects on Teaching)	46	0 1 2 3
5. f. Implements knowledge and skills learned in professional development in the teaching and learning process	47	0 1 2 3
6. Professional Responsibility and Ethical Conduct		
6. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.		
6. a. Apply the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations (PEC 6.1). (Danielson: 4. e. Shows Professionalism)	48	0 1 2 3
6. b. Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to an individual (PEC 6.2). (Danielson: 4. e. Shows Professionalism)	49	0 1 2 3
6.c. Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress (PEC 6.3)	50	0 1 2 3
6.d. Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies (PEC 6.4)	51	0 1 2 3
6.e. Determine and apply the appropriate use and maintenance of students' information and records (PEC 6.5)	52	0 1 2 3

Signature College Supervisor _____

Signature Student: _____

Date: _____

Date: _____