UCCSTeach Observation Form

Observer:          Date:          Class:
UCCS Teach Students:        Classroom Teacher:
Lesson Title:                Subject:        Grade Level:

**Scoring overview:** Teacher-student interactions for each observation will be rated across 11 different areas (professionalism and lesson plan) + the nine CLASS-S dimensions. Each section is scored on a point scale of 1-7 with the following rating system.

- **High quality** = 6 or 7
- **Average quality** = 3, 4 or 5
- **Low quality** = 1 or 2
- **N/A** = indicator not observed during lesson

**Professionalism & Lesson Plan:**

<table>
<thead>
<tr>
<th>What to watch for:</th>
<th>Score (1-7)</th>
<th>Observer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
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<tr>
<td>Organized and prepared to teach.</td>
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<tr>
<td>Punctual and prompt.</td>
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<tr>
<td>Dresses appropriately and professionally.</td>
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<td>Returns borrowed equipment and leaves room in good condition.</td>
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<tr>
<td>Coordinates with team during the lesson.</td>
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<tr>
<td>Seeks feedback from host teacher.</td>
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<tr>
<td><strong>Lesson Plan</strong> (1.a, 1.b, 1.c, 3.8)</td>
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<tr>
<td>Lesson plan follows 5E model and is inquiry-based</td>
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<tr>
<td>Activities aligned with CO state standards</td>
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<tr>
<td>Student understanding or achievement is assessed during the lesson as well as at the end.</td>
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<tr>
<td>Free from content errors, did not promote misconceptions</td>
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<tr>
<td>Lesson plan sent to UCCSTeach supervisor and mentor teacher for review prior to teach.</td>
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</tbody>
</table>

**Total Professionalism & Lesson Plan Points (out of 14)**
## CLASS-S Dimensions:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimension</th>
<th>What to watch for</th>
<th>Score (1-7)</th>
<th>Observer Comments</th>
</tr>
</thead>
</table>
| **Emotional Support**   | Positive Climate (2.1, 2.2, 2.4)               | □ Social conversations  
□ Enjoys time with students  
□ Respectful and personal  
□ Positive peer-to-peer interactions |             |                   |
|                         | Teacher Sensitivity (2.3, 2.5, 3.1)            | □ Monitors in the moment  
□ Students as individuals  
□ Plans with students in mind  
□ Responsive to students’ lives |             |                   |
|                         | Regard for Adolescent Perspectives (2.4)       | □ Gets students’ ideas and views  
□ Allows student choice  
□ Gives students responsibility  
□ Flexible and goes with the flow |             |                   |
| **Classroom Organization** | Behavior Management                                | □ Clear behavioral expectations  
□ Redirection of misbehavior  
□ Proactive  
□ Consistent consequences |             |                   |
|                         | Productivity                                    | □ Maximizes learning time  
□ Facilitates transitions  
□ Incorporates routines  
□ Materials prepared and accessible |             |                   |
|                         | Instructional Learning Formats (3.2, 3.3, 3.4)  | □ Effective facilitation  
□ Variety of materials and modalities  
□ Active student involvement  
□ Clear learning objectives |             |                   |
| **Instructional Support** | Content Understanding (1.a, 1.d)                 | □ Focus on big ideas  
□ Connections to the real world  
□ Uses examples and non-examples  
□ Connections to previous learning |             |                   |
|                         | Analysis and Problem Solving (3.5)              | □ Goes beyond recall  
□ Helps students monitor thinking  
□ Novel applications  
□ Students take risks |             |                   |
|                         | Quality of Feedback                             | □ Feedback loops  
□ Open-ended questions  
□ Focus on the process of learning  
□ Scaffolds |             |                   |

**Total CLASS-S Points (out of 63)**

Total observation points (out of 77) =
Additional Comments/Lesson Recap: