

**USC UPSTATE School of Education - ADEPT Formative Observation Form** (updated 8/11)

Teacher Candidate: Samantha Green Sptbg  UCG \_\_\_\_\_ Sumter \_\_\_\_\_  
 Date 9/24 Time 9:00 School Chapman Elementary Subject Math

Directions: Mark each blank with a  if observed, done well;  if observed;  if not observed.  
 Use Evidence/Comments block to provide written feedback.

APS4	<p><b>Establishing and Maintaining High Expectations for Learners</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Clarifies objectives/assessments as needed</li> <li><input checked="" type="checkbox"/> Clearly communicates expectations</li> <li><input checked="" type="checkbox"/> Communicates relevance/importance of standards</li> <li><input checked="" type="checkbox"/> Relates to past/future learning <i>"Remember what we did last week."</i></li> </ul>	<p><b>EVIDENCE/COMMENTS:</b></p> <p>"This book is about..." Ms. Green then described the book <u>Mission Addition</u>.          "We're going to practice addition where we are lining up the ones, tens, hundreds."</p>
APS5	<p><b>Using Instructional Strategies to Facilitate Learning</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Utilizes varied, sequenced, appropriate strategies</li> <li><input checked="" type="checkbox"/> Accommodates ability levels</li> <li><input checked="" type="checkbox"/> Accommodates special needs</li> <li><input checked="" type="checkbox"/> Accommodates learning styles</li> <li><input checked="" type="checkbox"/> Accommodates rates of learning</li> <li><input checked="" type="checkbox"/> Encourages active involvement of students</li> <li><input checked="" type="checkbox"/> Promotes higher-level thinking/problem-solving</li> <li><input checked="" type="checkbox"/> Utilizes technology as appropriate</li> </ul>	<p><b>EVIDENCE/COMMENTS:</b></p> <p>"Thumbs up when you know it," Ms. Green gave students some time to figure out an answer before she called on anyone.          Ms. Green was able to scaffold the activity by providing one-on-one time for the students who needed it.          Had students make predictions about what the book might be about. Perhaps you could do a think-pair-share so that every student could</p>
APS6	<p><b>Providing Content for Learners</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Presents appropriate, standards-based content</li> <li><input checked="" type="checkbox"/> Provides current/accurate content</li> <li><input checked="" type="checkbox"/> Follows suitable pace</li> <li><input checked="" type="checkbox"/> Utilizes multiple sources</li> <li><input checked="" type="checkbox"/> Utilizes varied formats</li> <li><input checked="" type="checkbox"/> Presents clear explanations/examples/models</li> <li><input checked="" type="checkbox"/> Uses correct oral and written communication</li> </ul>	<p><b>EVIDENCE/COMMENTS:</b> think about a share a prediction.          Ms. Green made sure students understood when they were working independently. Perhaps you could slow down during the examples. I don't think all of the students had a chance to work out the problem before you gave the answer.          Book, promethean board</p>
APS7	<p><b>Monitoring &amp; Enhancing Learning</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Uses a variety of assessments-observations/questioning/performance/other</li> <li><input checked="" type="checkbox"/> Adjusts instruction based on student response</li> <li><input checked="" type="checkbox"/> Provides accurate, specific, timely feedback</li> <li><input checked="" type="checkbox"/> Utilizes effective questioning techniques</li> <li><input checked="" type="checkbox"/> Reviews/summarizes throughout lesson</li> </ul>	<p><b>EVIDENCE/COMMENTS:</b></p> <p>Assessments: Questioning, observation, handout, performance          "How many yellow flowers?" "3" "Count again"          "5" "Great!"          Ms. Green asked questions and provided feedback.          When students worked on the handout, Ms. Green walked around and monitored comprehension.</p>
APS8	<p><b>Maintaining an Environment That Promotes Learning</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Maintains attractive, organized environment</li> <li><input checked="" type="checkbox"/> Arranges space for learning</li> <li><input checked="" type="checkbox"/> Shows confidence in content/teaching ability</li> <li><input checked="" type="checkbox"/> Establishes mutual respect and cooperation</li> <li><input checked="" type="checkbox"/> Exhibits enthusiasm</li> <li><input checked="" type="checkbox"/> Provides appropriate rewards/incentives</li> <li><input checked="" type="checkbox"/> Facilitates positive/productive interactions</li> </ul>	<p><b>EVIDENCE/COMMENTS:</b> redirected students, and facilitated learning.</p> <ul style="list-style-type: none"> <li>- Students were seated in groups.</li> <li>- Ms. Green demonstrated great confidence.</li> </ul> <p>Ms. Green was excited to share the book with students.</p>
APS9	<p><b>Managing the Classroom</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Maximizes instructional time</li> <li><input checked="" type="checkbox"/> Clearly communicates rules/expectations for behavior</li> <li><input checked="" type="checkbox"/> Enforces rules consistently and fairly</li> <li><input checked="" type="checkbox"/> Utilizes preventive disciplinary techniques</li> <li><input checked="" type="checkbox"/> Manages efficient and orderly non-instructional routines</li> <li><input checked="" type="checkbox"/> Manages smooth transitions</li> <li><input checked="" type="checkbox"/> Manages materials/resources/technologies effectively</li> </ul>	<p><b>EVIDENCE/COMMENTS:</b></p> <p>You may want to walk around the room while you're reading.          This is such a well behaved class!          Materials were ready to go, transitions were smooth"</p>

Teacher Candidate's Signature Samantha Green Reviewer's Signature Korfearta  
 White copy - Student files Yellow copy - Teacher candidate

Great lesson, Samantha!