

Candidate/Intern:	License Area:
Supervisor:	<b>Course #:</b>
Mentor Teacher:	<b>Date of Observation:</b>
School:	<b>Date of Conference:</b>
Grade:	<b>Date revision submitted (if required):</b>
Observation #:	<b>Video #:</b>

**Scoring Criteria**

Score of 3

In order to earn a score of 3, the commentary must provide detailed information that demonstrates the candidates understanding of best practice.

Score of 2

In order to earn a score of 2, the commentary supports, must is lacking significant detail, to demonstrate the candidates understanding of best practice.

Score of 1

In order to earn a score of 1, the commentary contains insufficient information regarding the candidate's understanding of best practice.

Score of 0

In order to earn a score of 0, the commentary contains no evidence regarding the candidate's understanding of best practice.

OSTP Criterion	CRITERIA	Score	Plan for remediation of scores of 1 or 0.
	<b>Part 1: Focus Learner Information</b>		
1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	The candidate selects a focus learner and describes the student’s primary disability, including the learner’s strengths and challenges and how those strengths and challenges may impact the students ability to meet the learning targets.		
1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.	The candidate provides two learning targets for the focus student that are developmentally appropriate, aligned with the academic content standards, and provides specific goals or benchmarks connected to the student’s IEP.		
1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	The candidate explains any special accommodations/modifications required by the IEP and relevant learning targets.		
	The candidate describes any behavior management plans that are relevant to the focus learner.		
	<b>Part 2: Planning for Alignment and Development of Knowledge and Skills</b>		
	The candidate explains the alignment between the focus learner’s goals and the learning targets.		
1.3 Teachers expect that all students will achieve to their full potential.	Explains how the lesson objectives, learning tasks, materials and learning targets build connections with the student’s prior experiences and will move the student		

	toward generalize, maintained and self-directed use of knowledge and skills.		
	<b>Part 3: Knowledge of Focus Learner to Inform Teaching of the Learning Segment</b>		
1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	The candidate demonstrates clear understanding of all areas of the focus learners experience and development in describing what the student can do and is learning to do in connection to the learning objectives.		
	<b>Part 4: Supporting Learning</b>		
	The candidate clearly connects the focus learning strengths and interests to the learning tasks and materials.		
1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	The candidate can justify their choice of learning tasks and supports using knowledge of the student and principles from research and theory.		
1.3 Teachers expect that all students will achieve to their full potential.	The candidate clearly explains how the lesson(s) are planned to promote generalization, self-management and skills development.		
	<b>Part 5: Supporting the Focus Learner's Use of Expressive and/or Receptive Communication</b>		
	The candidate identifies an appropriate communication skill needed for the learner to access and demonstrate learning and can connect that skill with the content and the learning target and describes how the focus learner must employ that skill to participate in learning.		
	Candidate discusses the focus learner's expressive and receptive communication skills and needs and describes the supports that will be utilized to help the learner acquire and generalize the targeted communication skills.		
	<b>Part 6: Monitoring Learning</b>		
3.1 Teachers are knowledgeable about assessment types, their	The candidate explains how the baseline data, formative and summative assessments will be utilized to provide		

<p>purposes and the data they generate. 3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.</p>	<p>evidence of the content learning and the focused learning targets.</p>		
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