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|  | California State University, StanislausDepartment of Teacher EducationAppendix B**BILA Formal Lesson Observation Record for Five Dimensions of Teaching and Learning** |

**Observation #:** Click here to enter Obs. #

**Teacher Candidate**: Click here to enter TC Name. **School**: Click here to enter School. **Grade**: Click here to enter Grade. **Cooperating Teacher**: Click here to enter CT. **Date of Observation**: Click here to enter Date. **Time of Obs**: Click here to enter Time. **Subject/Activity**: Click here to enter Subject/Activity.

**Pre-conference – Objective for observation:** Click here to enter Objective.

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| **Rubric for Determining Level** | **1****Unsatisfactory** **(Needs to put more effort)** | **2****Basic****(Putting forth effort and developing)** | **3****Proficient** **(Effective and consistent)** | **UJ****Unable to Judge at this time (TC did not yet have the opportunity to demonstrate)** |

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| **Use this form in conjunction with the** [**5D+ Rubric**](file:///C%3A%5CUsers%5Cadelgado7%5COneDrive%20-%20Stan%20State%5CFieldwork%20Forms%5C5D%2B%20Rubric%20with%20TPEs.pdf) **for Instructional Growth and Evaluation** |
|  **Purpose (TPE: 1.3,1.5,1.7,2.5,3.1,3.3,3.4,3.6,4.2,4.3,4.4,4.7,4.8,5.7,6.1) - 1 2 3 UJ** **Evidence:**  | **What can the Teacher Candidate do (strength-based)?** |
| **Student Engagement (TPE: 1.1,1.3,1.5,1.6,2.1,2.2,2.5,3.4,3.5,4.1,4.2,4.5,4.7,5.6,5.7,5.8) - 1 2 3 UJ****Evidence:**  |
|  **Curriculum & Pedagogy (TPE 1.4,1.5,1.6,1.7,2.5,3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,4.2,4.3,4.4,4.6,5.2,5.7,5.8,6.1) - 1 2 3 UJ** **Evidence:**  | **What is the Teacher Candidate on the verge of doing?** |
| **Assessing for Stu. Learning (TPE: 1.5,1.8,3.2,3.3,3.4,4.1,4.3,4.4,5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8) - 1 2 3 UJ****Evidence:**  |
| **Classroom Environment & Culture (TPE 1.) –1.5,1.6,2.1,2.2,2.3,2.5,2.6,3.7,4.4,4.7,4.8,6.2) - 1 2 3 UJ****Evidence:**  | **Next Steps for Immediate Implementation:** |
|  **Bilingual Methodology (BILA ONLY) BILA Standard 4 - 1 2 3 UJ(Four language domains, proficiency skills in target language, materials)**  **Evidence:**  |
|  **Wondering Stems for Post-Conference Discussion:** -How did you make decisions about…(who to call on, who to check in with) -What is your vision for…(how students should participate in…how students should show their understanding) -What did you learn from/about your students today when you…/when they…? -Talk me through…(your thinking about…your planning for…what you noticed when…)  |