

**Beginning Teacher Effectiveness Observation Instrument
to be completed by Mentor in Collaboration with Mentee**

Instructions: Northern Arizona University (NAU) in conjunction with the AZ K-12 Center is seeking data regarding beginning teachers' application of effective teaching practices. Based on your work with and observation of your mentee teacher/NAU graduate, please respond to the following 8 items. We estimate it will take approximately 10 to 15 minutes to respond to the items.

We VALUE your feedback!

Through your responses to this survey, you will have the opportunity to shape the future of NAU's teacher preparation programs. Your input is of the utmost value as NAU's teacher preparation programs continue to enhance and modify its teacher preparation program to more closely meet the needs of PK-12 pupils, their families, and the teaching profession in Arizona. *AZ K-12 Center will provide de-identified responses to NAU to be used for program evaluation. NAU will only report results in summary form for reports, presentations, or publications.*

Mentor First Name:

Mentor Last Name:

Date range of observations contributing to evaluation:

Mentee Teacher/NAU graduate First Name:

Mentee Teacher/NAU graduate Last Name:

Grade level mentee teacher/NAU graduate is teaching: [drop down list with other]

- PK
- K-3
- 4-5
- 6-8
- 9-12

Content teaching: [select all that apply]

- Pre-school
- Elementary, K-3
- Elementary, 4-5
- Middle School
- High School
- Special Education
- Art
- English

- Spanish
- Mathematics
- Music
- Physical Education
- Science (Biology, Chemistry, Earth Science, General Science, or Physics)
- Social Studies/History
- Other:

1) Overall, the beginning teacher I observed **demonstrates effective teaching practices** in the areas of: **(select 2 or more practices)**

- Learner Development
- Learning Differences
- Learning Environments
- Classroom Management
- Content Knowledge
- Application of Content
- Assessment
- Planning for Instruction
- Instructional Strategies
- Technology
- Professional Learning and Ethical Practice
- Dispositions
- Leadership and Collaboration

2) For 2 to 3 of the teaching practices selected in response to item #1, **provide a brief example(s) of the related effective teaching practices you noted** through observing the teacher teach or interact with students; conversation(s) with the teacher about their teaching experiences; or through the review of instructional plans or other documentation, etc.

3) Overall, the beginning teacher I observed is **struggling or lacks confidence** in relation to the following teaching practices: **(select 2 or more practices)**

- Learner Development
- Learning Differences
- Learning Environments
- Classroom Management
- Content Knowledge
- Application of Content

- Assessment
 - Planning for Instruction
 - Instructional Strategies
 - Technology
 - Professional Learning and Ethical Practice
 - Dispositions
 - Leadership and Collaboration
- 4) For 2 to 3 of the teaching practices selected in item #3, **provide a brief example(s) related to the teaching practices the beginning teacher is struggling with or lacks confidence with that you noted** through observing the teacher teach or interact with students; conversation(s) with the teacher about their teaching experiences; or through the review of instructional plans or other documentation, etc.
- 5) Please provide any additional feedback/comments.

Definitions for Items #1 and #3

InTASC Standard 1: Learner Development – The teacher understands how learners grow and develop recognizing that patterns of learning development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard 2: Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3: Learning Environments – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 5: Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Standard 6: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard 7: Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 8: Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard 9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practices to meet the needs of each learner.

InTASC Standard 10: Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Classroom Management – The teacher uses a wide variety of skills and techniques to keep students organized, orderly, focused, on task, and academically productive during a class.

Technology – The teacher uses technology to engage learners and positively impact student learning.

Dispositions – The teacher displays appropriate, positive attitude, openness regarding students' ability to learn, confidence, and ethics.