

**University of Alaska Fairbanks, School of Education  
Elementary Teacher Education Programs**

**Formative Observation Feedback Form (FOFF)  
FOR ELEMENTARY TEACHER EDUCATION STUDENTS**

Developed from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson

<b>University Intern:</b>	<b>Mentor Teacher:</b>
<b>Grade Level(s):</b>	<b>Liaison/Supervisor:</b>
<b>Period of Time Covered in Observation (i.e., 1 hour, 1 month)</b>	<b>Date(s) of observation:</b>
<b>Unit Focus or Unit Title (if observation is directly related to teaching a unit):</b>	

- Alaska Teacher Standards and Culturally Responsive Teaching Practices**
- 1 Philosophy & Application to Practice
  - 2 Learning Theory & Application to Practice
  - 3 Integration of Community & Cultural Diversity in Alaska Context
  - 4 Knowledge of Content Area & how to Teach It
  - 5 Multiple Assessments linked with Variety of Instructional Strategies & Resources
  - 6 Effective Learning Environments Created
  - 7 Partnerships with Parents, Families & Communities
  - 8 Participation in & Contributions to the Teaching Profession

**DIRECTIONS:** For each of the competencies below, in the comment section *please include some suggestions on ways the student might improve*. If possible, this assessment should be done with the student, or discussed carefully with him or her. In each of the four sections please list the number of the Alaska Teacher Standard(s) most directly addressed in your comments.

**1. Organizing Content Knowledge for Student Learning (i.e., Planning & Preparation)**

- Becoming familiar with relevant aspects of students’ background knowledge and experiences
- Articulating clear learning goals for the lesson that are appropriate for the students
- Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future
- Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
- Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

**Comments**

*\*Please list the number of the Alaska Teacher Standard(s) most directly addressed in this section \_\_\_\_\_*

**2. Creating an Environment for Student Learning (i.e., Classroom Environment)**

- Creating a climate that promotes fairness
- Establishing and maintaining rapport with students
- Communicating challenging learning expectations to each student
- Establishing and maintaining consistent standards of classroom behavior
- Making the physical environment as safe and conducive to learning as possible.

**Comments**

*\*Please list the number of the Alaska Teacher Standard(s) most directly addressed in this section \_\_\_\_\_*

**Alaska Teacher Standards and Culturally Responsive Teaching Practices**

1 Philosophy & Application to Practice

2 Learning Theory & Application to Practice

3 Integration of Community & Cultural Diversity in Alaska Context

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**3. Teaching for Student Learning (Instruction: Teaching & Assessment)**

- Making learning goals and instructional procedures clear to students
- Making content comprehensible to students
- Encouraging students to extend their thinking
- Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
- Using instructional time effectively.

**Comments**

*\*Please list the number of the Alaska Teacher Standard(s) most directly addressed in this section \_\_\_\_\_*

**4. Teacher Professionalism (Professional Responsibilities & Reflection)**

- Reflecting on the extent to which the learning goals were met
- Demonstrating a sense of efficacy (i.e., persisting in searches for effective approaches so that all students can learn)
- Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
- Communicating with parents or guardians about student learning.

**Comments**

*\*Please list the number of the Alaska Teacher Standard(s) most directly addressed in this section \_\_\_\_\_*

Intern Initials: \_\_\_\_\_

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Strengths

Challenges-Concerns

Strengths	Challenges-Concerns

**Action Plan for Intern:** \_\_\_\_\_

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\_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Intern: \_\_\_\_\_

Name and role of person completing this form: \_\_\_\_\_

Intern

Mentor Teacher

University Liaison/Supervisor

Signature \_\_\_\_\_

*Students should keep a copy of all completed forms for their professional portfolio and to use for preparation of their December and May synthesizing papers. This form is available in a paper version, an electronic version and on the UAF Website on the ED 693 Blackboard page.*

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