

UAF School of Education
SOFF: Standards-based Observation Feedback Form

Name of Student _____

Standard 1: A teacher can describe the teacher’s philosophy of education and demonstrate its relationship to the teacher’s practice.
Performances that reflect attainment of this standard include...

Element	Needs Support	Meets Standard (at a beginning teacher level)	Exceeds Standard (at a beginning teacher level)
A. Engaging in thoughtful and critical examination of the teacher’s practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession	Candidate is rarely able to critically reflect on his/her teaching practice with others; has no philosophy of education available for others to read.	Candidate is able to critically reflect on his/her teaching practice with others; has philosophy of education available for others to read.	Candidate actively seeks out opportunities to critically examine his/her teaching practice and beliefs with others; has philosophy of education available for others to read.
B. Demonstrating consistency between a teacher’s beliefs and the teacher’s practice.	Candidate rarely uses teaching practices that reflect his/her philosophy of education.	Candidate uses teaching practices that reflect aspects of his/her philosophy of education.	Candidate consistently uses teaching practices that reflect his/her philosophy of education
❖ <i>Demonstrating a willingness to take professional risks</i>	Candidate rarely willing to experiment or take professional risks to improve instructional practices.	Candidate is willing to try some different approaches in order to improve instructional practices.	Candidate is consistently willing to experiment, take risks and reflect on their effectiveness in order to improve instructional practices.
❖ <i>Demonstrating resiliency and flexibility</i>	Candidate is rarely able to adapt to new situations or unexpected events and persists with plans even when they are not working.	Candidate is able to adapt to new situations and unexpected events.	Candidate adapts easily to new situations and unexpected events; able to make appropriate on-the-spot innovations.

Standard 2: A teacher understands how students learn and develop, and applies that knowledge in the teacher’s practice.
Performances that reflect attainment of this standard include...

Element	Needs Support	Meets Standard (at beginning teacher level)	Exceeds Standard (at beginning teacher level)
A. Accurately identifying and teaching to the developmental abilities of students	Candidate creates instruction and sets standards that are below or above the appropriate developmental level of the class as a whole.	Candidate creates instruction and sets standards that are appropriate to the developmental level of the class as a whole.	Candidate consistently creates instruction and sets standards that challenge students at their own developmental levels.
B. Applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style	Candidate rarely differentiates instruction to meet the needs of students with different learning styles and ability levels.	Candidate is able to differentiate instruction to adequately meet the needs of students with different learning styles and ability levels.	Candidate consistently differentiates instruction to effectively meet the needs of students with different learning styles and ability levels.
❖ <i>Providing opportunities for all individuals to learn, no matter their age, race, ethnicity, gender, class, sexual orientation, ability or exceptionalities</i>	Candidate rarely involves and interacts will all students in an appropriate fashion.	Candidate involves and interacts with all students in an appropriate fashion	Candidate consistently involves and interacts will all students in an appropriate fashion.
❖ <i>Assessing and teaching to students’ learning preferences, interests, and ways of knowing</i>	Candidate rarely incorporates students’ prior knowledge, life experience and/or interests into instruction.	Candidate recognizes the interests, preferences and learning styles of students and incorporates them into instruction.	Candidate consistently incorporates student’s prior knowledge, life experience and interests into instruction.

Comments for standards 1 and 2:

Standard 3: A teacher teaches students with respect for their individual and cultural characteristics.

Performances that reflect attainment of this standard include...

Element	Needs Support	Meets Standard (at beginning teacher level)	Exceeds Standard (at beginning teacher level)
A. Incorporating characteristics of student's and local community's culture into instructional strategies that support student learning	Candidate rarely connects/incorporates knowledge about students' lives and/or the local community into planning and instruction.	Candidate connects/incorporates students' lives and the local community into planning and instruction.	Candidate consistently connects/incorporates students' lives and the local community to create relevant, meaningful learning activities.
B. Identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students	Candidate uses one set of resources for all students (e.g., uses only textbook).	Candidate selects additional resources to meet the learning needs/styles of individual students.	Candidate consistently selects diverse resources to meet the learning needs/styles of individual students.
C. Applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources	Candidate rarely applies knowledge of Alaska to shape instruction.	Candidate applies knowledge of Alaska to shape instruction.	Candidate possesses a wealth of knowledge of Alaska and uses this knowledge to shape instruction.
❖ <i>Demonstrating and promoting respect for cultural, ethnic, racial and linguistic diversity</i>	Candidate seems unaware of the need or is not inclined to proactively incorporate varying viewpoints and cultural background into instruction and classroom practices	Candidate proactively incorporates varying viewpoints and cultural background into instruction and classroom practices.	Candidate consistently and proactively incorporates varying viewpoints and cultural background into instruction and classroom practices.

Comments on standard 3:

Standard 4: A teacher knows the teacher's content area and how to teach it.

Performances that reflect attainment of this standard include...

Element	Needs Support	Meets Standard (at beginning teacher level)	Exceeds Standard (at beginning teacher level)
A. Demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge	Candidate seems unaware of errors/knowledge gaps while teaching.	Candidate can identify key concepts and underlying themes in the subject matter to be taught, and presents accurate information in lesson and activities.	Candidate consistently presents information in lessons and activities that is accurate and reflects a solid understanding of the subject matter.
B. Identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development.	Candidate is rarely able to identify the developmental stages of students' knowledge and/or rarely chooses appropriate teaching strategies to facilitate students' learning.	Candidate is able to accurately assess students' knowledge and chooses appropriate teaching strategies to facilitate students' learning.	Candidate accurately identifies the developmental stages of students' knowledge and chooses appropriate teaching strategies, including collaborating with others, to promote the developmental needs of students.
C. Drawing from a wide repertoire of strategies, including, where appropriate, instructional application of technology, and adapting and applying these strategies within the instructional context.	Candidate uses limited instructional strategies for each lesson; doesn't use technology or uses it minimally.	Candidate uses a repertoire of instructional strategies well suited to teaching a particular subject matter; integrates technology where appropriate.	Candidate skillfully uses a wide repertoire of instructional strategies well suited to teaching a particular subject matter; consistently integrates technology where appropriate.
D. Connecting the content area to other content area and to practical situations encountered outside the school	Candidate rarely attempts to make connections across disciplines; rarely shows students how to apply knowledge to real world situations.	Candidate connects content across disciplines; shows students how to apply knowledge to real world situations to make learning meaningful.	Candidate consistently connects content across disciplines in meaningful ways; consistently shows students how to apply knowledge to real world situations to make learning meaningful.
E. Staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.	Candidate seems unaware of new developments in some or all content areas; rarely attends professional development workshops and/or classes.	Candidate stays current in the content areas by attending professional development workshops and/or classes, and integrates ideas from coursework/professional development into instruction.	Candidate attends professional development workshops and/or classes; consistently applies relevant current research and ideas to classroom instruction.
❖ <i>Demonstrating effective communication skills</i>	Candidate uses nonstandard writing and/or speech conventions that fail to communicate effectively to students and others.	Candidate uses standard writing and/or speech conventions that communicate ideas and intentions effectively with students and others.	Candidate has strong, conventional writing and speaking skills that facilitate effective communication with students and others.

Comments on Standard 4:

Standard 5: A teacher facilitates, monitors, and assesses student learning.*Performances that reflect attainment of this standard include...*

Element	Needs Support	Meets Standard (of a beginning teacher)	Exceeds Standard (of a beginning teacher)
A. Organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum	Candidate does not take into account students' prior knowledge or goals of the curriculum when planning instruction.	Candidate takes into account students' prior knowledge and goals of the curriculum when planning instruction.	Candidate consistently incorporates students' prior knowledge, cultural experiences and goals of the curriculum when planning instruction.
B. Creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards	Candidate uses one set of resources for all students (e.g., textbook).	Candidate selects and adapts additional resources to meet the learning needs/styles of individual students.	Candidate consistently selects and adapts diverse resources to meet the learning needs/styles of individual students.
C. Creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress	Candidate uses the same assessment strategy; does not assist students in reflecting on their own progress.	Candidate uses a variety of assessment strategies and assists students in reflecting on their own progress.	Candidate consistently uses and creates multiple assessment strategies; assists students in reflecting on their own progress and helps them to become self-directed learners.
D. Organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators and other appropriate audiences	Candidate does not maintain accurate records of student progress.	Candidate maintains accurate records of student progress and communicates their progress to appropriate audiences.	Candidate maintains accurate records of student progress and communicates their progress in a variety of ways to appropriate audiences.
E. Reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.	Candidate rarely uses assessment data for planning and evaluating teaching strategies.	Candidate uses assessment data for planning and evaluating teaching strategies.	Candidate uses assessment data for planning and evaluating teaching strategies; able to see the need for re-teaching to strengthen instruction for each student.

Comments on Standard 5:

Standard 6: A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.			
<i>Performances that reflect attainment of this standard include...</i>			
Element	Needs Support	Meets Standard (of a beginning teacher)	Exceeds Standard (of a beginning teacher)
A. Creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively	Candidate lacks rapport with students, both individually and/or as a group; rarely encourages students to take intellectual risks and/or work collaboratively.	Candidate is able to establish a good rapport with students, both individually and as a group; encourages students to take intellectual risks and/or work collaboratively.	Candidate is able to establish an excellent rapport with students, both individually and as a group; consistently encourages students to take intellectual risks and/or work collaboratively.
B. Communicating high standards for student performance and clear expectations of what students will learn	Candidate's directions and explanations are difficult to follow; learning expectations for students are not clearly stated.	Candidate gives clear directions and explanations; learning expectations for students are clearly stated.	Candidate consistently models what to do, and checks for understanding; learning expectations are clearly stated
C. Planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn	Candidate is rarely able to create a learning environment that encourages positive social interaction and active engagement in learning.	Candidate is able to create a learning environment that encourages positive social interaction and active engagement in learning.	Candidate is able to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
D. Assisting students in understanding their role in sharing responsibility for their learning	Candidate does not give students responsibility for their learning.	Candidate is able to motivate students to initiate their own learning.	Candidate is consistently able to motivate students to initiate their own learning and to strive for challenging learning goals.
❖ <i>Demonstrating personal responsibility for the individual student's or client's learning</i>	Candidate blames the students or other factors when lessons do not go well.	Candidate searches for effective approaches so that all students can learn.	Candidate critically reflects on his/her teaching strategies and searches for effective approaches so that all students can learn.
❖ <i>Striving for equitable outcomes and success for every student or client</i>	Candidate rarely plans remediation and/or enrichment strategies to help each student succeed.	Candidate plans remediation and/or enrichment strategies to help each student succeed.	Candidate consistently plans remediation and/or enrichment strategies to help each student succeed.

Comments on Standard 6:

Standard 7: A teacher works as a partner with parents, families, and with the community.

Performances that reflect attainment of this standard include...

Element	Needs Support	Meets Standard (of a beginning teacher)	Exceeds Standard (of a beginning teacher)
A. Promoting and maintaining regular and meaningful communication between the classroom and students' families	Candidate rarely engages in regular meaningful communication with students' families.	Candidate engages in regular meaningful communication with students' families.	Candidate consistently engages in regular meaningful communication with students' families.
B. Working with parents and families to support and promote student learning	Candidate rarely involves parents and families in classroom activities; does not utilize suggestions from parents and families to promote student learning.	Candidate involves parents and families in classroom activities; utilizes suggestions from parents and families to promote student learning.	Candidate actively involves parents and families in classroom activities; seeks out suggestions from parents and families to promote student learning.
C. Participating in school wide efforts to communicate with the broader community and to involve parents and families in student learning	Candidate rarely attends school wide functions outside of the regular school day.	Candidate attends school wide functions outside of the regular school day.	Candidate attends and actively participates in school wide functions outside of the regular school day.
D. Connecting through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community	Candidate rarely makes connections between classroom activities and the community.	Candidate often makes connections between the classroom and the community through instructional strategies.	Candidate actively seeks out connections between the classroom and the community through instructional strategies.
E. Involving parents and families in setting and monitoring student learning goals.	Candidate does not involve parents and families in setting learning goals.	Candidate involves parents and families in setting learning goals.	Candidate actively seeks out parental and family involvement in setting learning goals on a regular, ongoing basis.

Standard 8: A teacher participates in and contributes to the teaching profession.

Performances that reflect attainment of this standard include...

Element	Needs Support	Meets Standard (of a beginning teacher)	Exceeds Standard (of a beginning teacher)
A. Maintaining a high standard of professional ethics	Candidate does not always act with integrity and fairness and in an ethical manner; does not maintain confidentiality.	Candidate demonstrates integrity, fairness, and ethical behavior; maintains confidentiality.	Candidate always acts with integrity and fairness and in an ethical manner; maintains confidentiality.
B. Maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice	Candidate does not provide evidence of on-going professional development.	Candidate provides evidence of on-going professional development.	Candidate provides evidence of on-going professional development and a commitment to lifelong learning.
C. Engaging in instructional development activities to improve or update classroom, school, or district programs	Candidate reluctantly or does not participate in school and/or district inservices.	Candidate enthusiastically participates in school and/or district inservices.	Candidate participates in school and/or district inservices; utilizes information to improve instructional strategies.
D. Communicating, working cooperatively, and developing professional relationships with colleagues.	Candidate does not attempt to establish a working relationship with colleagues.	Candidate establishes a positive working relationship with colleagues.	Candidate regularly works cooperatively with colleagues.
❖ <i>Incorporating technology effectively in professional settings</i>	Candidate rarely uses technology to assist in the management, evaluation and improvement of instruction.	Candidate uses technology to assist in the management, evaluation and improvement of instruction.	Candidate regularly uses technology to assist in the management, evaluation and improvement of instruction.
❖ <i>Demonstrating high motivation and commitment to the profession</i>	Candidate is rarely willing to put in extra time and effort necessary to be an effective practitioner.	Candidate is willing to put in extra time and effort necessary to be an effective practitioner.	Candidate consistently puts in extra time and effort necessary to be an effective practitioner.

Comments on Standards 7 and 8:

Name of Person Filling Out Form _____