

Gifted Education Practicum Teacher Observation Form James Madison University

Directions: Taking into account the age/instructional level of the children and the content of the class, how proficient do you feel the teacher in each observed category? Check one level of proficiency and comment briefly on the observations that led to your decision. Proficiency levels include: **(M)** mastery, **(ME)** meets expectations, and **(NI)** needs improvement. Do not record when not observed.

Teacher's Name _____ Date _____ Location _____

Class Subject _____ Grade Level(s) _____ District/Program _____

Observer Name _____ **Observer Title** _____

The teacher of the gifted:	M	ME	NI	Comments
1. Plans curriculum experiences well.				
a. Teacher develops effective lesson plans.				
b. Teacher links lesson plans to course objectives.				
c. Teacher communicates purpose of learning to students.				
d. Teacher uses advanced organizers for instruction.				
e. Teacher balances student-centered activities and teacher directed activities.				
f. Teacher develops appropriate method for evaluating student progress in course objectives.				
2. Demonstrates understanding of the educational implications of giftedness.				
a. Teacher uses implications of characteristics in the classroom operation, selection of materials, schedules, and questions.				
b. Teacher uses management procedures that maximize individual differences of students in the learning process.				
c. Teacher organizes curriculum around the highest level skill, concept, or idea appropriate for gifted learners.				

The teacher of the gifted:	M	ME	NI	Comments
3. Uses varied teaching strategies effectively.				
a. Teacher is sensitive to student responses.				
b. Teacher maintains a balance between active and passive activities.				
c. Teacher deliberately shifts teaching strategies with students.				
d. Teacher groups and regroups students for varying activities.				
4. Selects questions that stimulate higher-level thinking.				
a. Students evaluate situations, problems, and issues.				
b. Students ask analytic questions.				
c. Students generalize from concrete to abstract at advanced levels.				
5. Utilizes critical thinking skills in appropriate contexts.				
a. Teacher utilizes inductive and deductive reasoning and is able to apply techniques in classroom.				
b. Teacher encourages student development of inference and evaluation of argument skills.				
c. Teacher encourages analogical thinking.				
6. Utilizes creative thinking techniques.				
a. Teacher employs brainstorming techniques to enhance fluency.				
b. Teacher encourages flexible thinking.				
c. Teacher asks students to elaborate ideas.				
7. Utilizes problem-solving techniques.				
a. Teacher employs creative problem-solving model.				
b. Teacher uses problem-solving heuristics in presenting ideas.				
c. Teacher asks students to define problems in a question form.				
8. Conducts group discussions well.				
a. Teacher withholds own ideas and conclusions.				
b. Teacher encourages participation of students in discussion.				
c. Teacher poses interpretive, open-ended, and evaluative questions.				

The teacher of the gifted:	M	ME	NI	Comments
9. Encourages independent thinking and open inquiry.				
a. Students compare and contrast different issues using objective evidence.				
b. Students engage in lively debate of ideas and issues.				
c. Students and teacher reflect an open/challenging attitude toward knowledge.				
10. Understands and encourages student ideas and student-directed work.				
a. Teacher encourages students to try new approaches.				
b. Teacher is tolerant of students' attempts to find solutions to problems.				
c. Teacher encourages "guesses" by students and facilitates evaluation of guesses by students.				
d. Teacher facilitates students' taking responsibility for learning.				
11. Synthesizes student assessment data and curriculum content effectively.				
a. Teacher uses diagnostic-prescriptive tools.				
b. Teacher uses multiple texts to fulfill objectives.				
c. Teacher uses instructional time effectively.				
12. Provides for student extension activities outside of class.				
a. Teacher provides alternative ideas for students to pursue.				
b. Teacher provides resources for further study.				
c. Teacher provides handouts and instruction that can be easily implemented.				
13. Promotes a healthy teaching/learning climate.				
a. Teacher uses motivational techniques.				
b. Teacher displays energy and enthusiasm for learning and content.				
c. Teacher paces instruction based on readiness.				
d. Teacher uses instructional materials for varying readiness and interest levels.				
e. Teacher promotes positive interactions between students and self/students.				

Teachers strengths:

Suggestions for continued improvement:

Other comments: