



**FORMATIVE OBSERVATION OF STUDENT TEACHING
PROFILE OF STUDENT TEACHING PERFORMANCE**

Student Teacher: _____ School: _____ Date: _____

Cooperating Teacher: _____ Time/Class/Period: _____

Topics/Strategies: _____

Check the box to the left if the standard is observed.

	A. Professional Knowledge The student teacher...
	A1. Demonstrates an understanding of appropriate content standards (sol/professional standards).
	A2. Demonstrates essential knowledge and skills of subject area.
	A3. Demonstrates the link between the content and students' past and future learning experiences as well as related subject areas.
	A4. Culturally Responsive Practice: Demonstrates an understanding that discipline content is evolving, appreciates multiple perspectives and recognizes the potential for bias.

Observation Focus:

	B. Assessment of and for Student Learning The student teacher ...
	B1. Sets acceptable, measurable, and appropriate learning outcomes and achievement goals for student learning.
	B2. Uses formal and informal assessment of learning outcomes.
	B3. Checks for understanding to enhance student learning.
	B4. Systemically gathers, analyzes, and uses multiple data sources by student groups and individuals to understand student learning.
	B5. Culturally Responsive Practice: Adapts assessment to accommodate a variety of student needs and experiences (with attention to English Language Learners, students with exceptionalities, cultural awareness).

Observation Data/ Notes

	C. Instructional Planning The student teacher...
	C1. Is familiar with and uses relevant aspects of students' background, knowledge, experience, and skills.
	C2. Culturally Responsive Practice: Selects classroom resources that reflect cultural inclusivity and plans for differentiated instruction to address the unique characteristics of individual students (e.g., TAG/GT, ELL, special needs, gender, race, ethnicity).
	C3. Plans appropriate instructional strategies to meet the learning outcomes.
	C4. Integrates instructional technology in planning.
	C5. Integrates essential content in planning.
	C6. Plans time realistically for pacing and transitions for content mastery.

	D. Learning Environment The student teacher ...
	D1. Establishes a safe physical and psychological environment for all students.
	D2. Establishes a climate of trust and teamwork.
	D3. Maintains consistent standards for positive classroom behavior.
	D4. Culturally Responsive Practice: Demonstrates respect for and responsiveness to the cultural backgrounds and differing perspectives of learners.

	E. Instructional Delivery The student teacher ...
	E1. Presents procedures and outcomes clearly to students and checks for student understanding.
	E2. Presents content accurately and effectively.
	E3. Engages and maintains students in active learning.
	E4. Engages learners in a range of learning experiences using technology.
	E5. Facilitates students' use of higher level thinking skills in instruction.
	E6. Differentiates instruction and provides appropriate accommodations to meet the needs of diverse learners.
	E7. Uses instructional and transition time for content mastery.
	E8. Culturally Responsive Practice: Teaches and models the skills to communicate and engage with diverse groups (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status).

	F. Reflection For Student Academic Progress The student teacher ...
	F1. Takes responsibility for student learning by using ongoing analysis and reflection.
	F2. Culturally Responsive Practice: Provides specific evidence to document student learning.
	F3. Seeks and uses information from professional sources (e.g., cooperating teacher, colleagues, and/or research) to improve instruction.

	G. Professionalism The student teacher ...
	G1. Demonstrates the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
	G2. Takes initiative to grow and develop through interactions that enhance practice support student learning.
	G3. Communicates effectively through oral and written language with all stakeholders.
	G4. Culturally Responsive Practice: Uses inclusive communication strategies (e.g. gender, race, ethnicity, ELL, and ability)
	G5. Builds relationships and collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
	G6. Culturally Responsive Practice: Accesses resources to deepen an understanding of cultural, racial, ethnic, gender and learning differences to build stronger relationships and create more relevant learning experiences.

Observation Data/ Notes

Areas of Strength:

Areas for Growth/Goals:

Student Teacher

Date

University Supervisor or Cooperating Teacher

Date