

***Formative Observation of Student Teaching***

***PROFILE OF STUDENT TEACHING PERFORMANCE***

*This evaluation cannot be shared with anyone outside of the university without the written consent of the student teacher.*

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| Student Teacher: |  | Cooperating Teacher: |  |
| School: |  | Date: |  |
| Time/Class/Period: |  | | |
| Topics/Strategies: |  | | |

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

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|  | **A. Professional Knowledge |** The student teacher… | **Observation Focus:** |
|  | 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. |
|  | **B. Assessment of and for Student Learning |** The student teacher … | **Observation Data/Notes:** |
|  | B1.  Sets acceptable, measurable, and appropriate learning  outcomes and achievement goals for student learning. |
|  | B2. Plans formal and informal assessment of learning outcomes. |
|  | B3. Checks for understanding using a variety of assessment  techniques to enhance student learning. |
|  | B4. Uses formal and informal assessment evidence to identify  strategies to improve instruction. |
|  | **C. Instructional Planning |** The student teacher… |
|  | C1. Is familiar with and uses relevant aspects of students’  background, knowledge, experience, and skills. |
|  | C2. Plans differentiated instruction to address the unique  characteristics of individual students (e.g. tag/gt, esl, special  needs). |
|  | C3. Plans appropriate instructional strategies to meet the learning  outcomes. |
|  | C4. Integrates instructional technology in planning. |
|  | C5. Integrates key content elements 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. |
|  | D2. Establishes a climate of trust and teamwork. |
|  | D3. Maintains consistent standards for positive classroom behavior. |
|  | D4. 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. |
|  | **F. Reflection For Student Academic Progress |** The student teacher … |
|  | F1. Provides specific evidence to document student learning. |
|  | F2. Takes responsibility for student learning by using ongoing  analysis and reflection. |
|  | 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 and support student learning. |
|  | G3. Collaborates and communicates effectively through oral and  written language. |
|  | G4. Builds relationships and collaborates with families, communities,  colleagues, and other professionals to promote learner growth  and development. |
|  | G5. Accesses resources to deepen an understanding of cultural,  ethnic, gender and learning differences to build stronger  relationships and create more relevant learning experiences. |

**Areas of Strength:**

Areas for Growth/Goals:

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Student Teacher Signature Date University Supervisor or Cooperating Teacher Date