

Appendix F

STUDENT TEACHING OBSERVATION FORM

Multiple Subject Program _____ Single Subject Program _____

Name of Student Teacher: _____ School Site: _____
 Grade Level: _____ Subject/Lesson Topic: _____
 Date of Observation: ____ / ____ / ____ Observation #: _____ Start and End Time of Observation: _____

For each Teacher Performance Expectation (see attached), please indicate the Performance Level that most closely reflects the skills and abilities of the credential candidate who is being observed. Descriptions of each Performance Level are included at the end of this evaluation form.

	Exemplary	Performance Level Satisfactory	Concern
<u>Making Subject Matter Comprehensible to Students (TPE 1)</u>			
• Uses specific pedagogical skills for subject matter instruction (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses subject-specific pedagogical skills for Multi-Subject teaching (1A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses subject-specific pedagogical skills for Single Subject teaching (1B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognizing individual differences in students (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Strategies to promote learning of all students (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Designs and delivers cohesive, well-organized lessons that include the use of standards and guides (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Varies presentation styles (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establishes purpose for learning w/ long- and short-term goals (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates approaches that accommodate diverse learners, including English language learners and students with disabilities (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Consistently demonstrates clear, concise, coherent oral, written, and nonverbal communication appropriate for the student, family, colleague, or community member being addressed (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Assessing Student Learning (TPEs 2-3)</u>			
• Monitors student learning during instruction (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Interpretation and use of assessments (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establishes learning standards and criteria (2-3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses formal and informal assessment tools and strategies (2-3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses formative and summative assessments (2-3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Incorporates student diagnosis, achievement, (2-3) and evaluation into lesson and unit planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develops lessons based on assessment outcomes (2-3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attends to student feedback on candidate's effectiveness (2-3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Engaging and Supporting Students in Learning (TPEs 4-8)</u>			
• Makes content accessible (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Engages students (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses developmentally appropriate teaching practices: K-3 (6A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses developmentally appropriate teaching practices: 4-8 (6B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses developmentally appropriate teaching practices: 9-12 (6C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses teaching concepts of diversity, including ethnic, cultural, linguistic, socio-economic, and handicapping conditions (6-7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Is sensitivity to the culture, values, and aspirations of diverse students and their families (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses principles of language structure (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses effective instructional practices for students from diverse cultures, including English language learners (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses strategies for adapting methods and materials of teaching for students with diverse language needs, including LEP (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- diverse cultures, including English language learners (7)
- Uses strategies for adapting methods and materials of teaching for students with diverse language needs, including LEP (7)
- Uses mainstreaming and inclusion strategies for students with special needs (6)
- Includes use of instructional technologies by students and teacher (8)

Planning Instruction and Designing Learning Experiences (TPEs 9-10)

- Actively learns about students (9)
- Attends to high quality of instructional planning (10)
- Uses subject matter frameworks for all K-8 / Single Subject (circle one) curriculum areas (10)
- Understands and uses curricular scope and sequence documents (10)
- Systematically plans and teaches communication skills, including reading, writing, and speaking (10)
- Uses clear rationale and strategies for an integrated curriculum (10)
- Develops and delivers effective lesson plans and teaching units (10)

Creating and Maintaining Effective Environments for Student Learning (TPE 11-13)

- Attends to issues of instructional time (11)
- Establishes a positive physical environment for students (12)
- Provides a positive, democratic social environment for students (13)
- Establishes rapport with and between students (13)
- Uses conflict resolution strategies as needed (13)
- Has high expectations of students (13)
- Has an awareness of cultural differences (13)
- Has an awareness of exceptionalities (13)
- Establishes effective relationships with students and families from diverse cultures and with limited English skills (13)
- Manages classroom with respect (13)
- Links the life of the classroom with the community (13)
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- Develops a conceptual framework for understanding student motivation and behavior (13)
- Establishes expectations for conduct with classroom management to meet those expectations (13)
- Uses strategies for engaging students in learning (13)
- Uses cooperative learning and other active learning approaches as motivational techniques (13)

Developing as a Professional (TPEs 14-16)

- Working with others to improve student learning (14)
- Adheres to professional, legal, and ethical obligations (15)
- Actively pursues interests / professional growth opportunities (16)
- Adheres to high standards of professional conduct (15)
- Effectively cooperates with other adults in the school community (15)
- Engages in reflective practice and self-assessment (16)
- Interacts in a positive collegial manner with colleagues, administrators, families, students, and community members (15)

Note:

- *A candidate who performs at the “exemplary” level will consistently demonstrate skills without need for prompting or guidance.*
- *A candidate who performs at the “satisfactory” level will use skills some of the time with some need for prompting or guidance.*
- *A candidate who performs at the “concern” level will rarely demonstrate skills without frequent prompting and guidance.*

ADDITIONAL COMMENTS

RECOMMENDATIONS

SIGNATURES

Student Teacher

Date

University Supervisor
OR

Date

Cooperating Teacher

Date

Routing: Candidate, University Supervisor, Mentor Teacher, Argosy University-San Francisco Bay Area