Student Teaching Observation Form

Childhood Grades 1 - 6

☐ First Placement  ☐ Second Placement  Date: __________________

Teacher Candidate ___________________________ Observation 1  2  3  4

Classroom Teacher ___________________________ Grade Level ________

School ______________________________________ School Board ________

Subject Observed ______________________________________

Brief Description of Planned Learning Experience/Lesson Plan ________________

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Commendable Features: _________________________________________________

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Suggestions: ____________________________________________________________

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<th>PROGRAM EXPECTATION</th>
<th>KEY QUESTIONS FOR GROWTH</th>
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| **1. Knowledge of Subject Matter** | • How did you become knowledgeable about the content you taught in this lesson?  
• How did you align subject matter with standards?  
• How did you make your knowledge of the content meaningful to students?  
• Does your Planned Learning Experience (PLE)/Lesson Plan (LP) meet your stated objective(s) in a meaningful context?  
Comments: | ➔ Planned Learning Experience (PLE)/Lesson Plan (LP) reference NYS/Standards (performance indicators)/Ontario Curriculum Expectations and district objectives  
➔ PLE/LP developed around a central topic, concept, or theme that shows connections between/among different subjects  
➔ PLE/LP built around a central question(s); students are not told answers, but are led through experiences  
➔ Identified and selected specific technology resources available at the school site and district level to support a coherent learning experience |
| Diversity: The candidate integrates professional, content, and pedagogical knowledge to create learning experiences that make the content area meaningful for all students. The candidate uses multiple representations/explanations and links them to students’ prior understanding | ➔ | |
| **2. Knowledge of Human Development and Learning** | • In what way does this PLE/LP support age appropriate intellectual, social, and personal development?  
• How will the students connect the PLE/LP to their existing prior knowledge and past experiences?  
Comments: | ➔ Age appropriate experiences for social, emotional, cognitive, and physical development of students  
➔ New learning linked to students’ prior knowledge  
➔ Encouragement of student reflection on prior knowledge and its connection to new information  
➔ Integration of learning with other disciplines or real-world experiences  
➔ Opportunities to empower learners to be responsible for their own learning  
➔ Floor plan organization: graphic representation of how classroom is set up including desks, learning centers, technology, bulletin boards/word walls, displays of student work |
| The candidate demonstrates an understanding of how adolescents learn and develop. The candidate provides learning opportunities that support their intellectual, social, and personal development. Diversity: The candidate demonstrates the knowledge of, and appreciation for, cognitive processes involved in academic learning, including diverse learning styles. | ➔ | |
| **3. Instructional Strategies for Diverse Learners** | • What are the diverse needs of students in this class?  
• How have you adapted instruction to appropriately meet their individual needs?  
Comments: | ➔ Discussion of diverse characteristics of class and individual needs of students with Cooperating/Associate teacher and other support staff  
➔ Discussion of diverse characteristics of student(s) identified with special needs with consultant/resource teacher and other support staff  
➔ Review of IEPs  
➔ Differentiated PLE/LP shows how assignments and strategies accommodate all learners  
➔ Familiarity with identifying processes of students with special needs  
➔ When possible, attend a special education team meeting |
| The candidate demonstrates an understanding of how learners differ in their approaches to learning. The candidate creates instructional opportunities that are adapted to learners from diverse cultural backgrounds. The candidate creates instructional opportunities that are adapted to learners with exceptionalities. The candidate demonstrates the ability to modify instruction for students with different learning needs. Diversity: The candidate is able to demonstrate sensitivity to diverse cultural groups globally, and how ethnicity, class, gender, and other socio-cultural factors influence student’s learning and classroom climate. The candidate demonstrates the importance of students’ families, cultures and communities and uses this information as a basis for connecting to students’ experiences. | ➔ | |
| **4. Multiple Instructional Strategies** | • How will the learning experience begin?  
• What instructional strategies did you use to engage learners?  
• In what ways did your students work with higher level thinking skills?  
• What instructional role(s) did you integrate into the PLE/LP?  
Comments: | ➔ Uses exploratory strategies to set stage for learning  
➔ Use of multiple strategies to foster critical thinking and problem solving  
➔ Use of multiple instructional roles (facilitator, coach, instructor, audience)  
➔ Uses manipulatives to develop understanding  
➔ Learning centers: self-managed work centers set up around tables or desks where students investigate a particular topic  
➔ Cooperative activities: PLE/LP indicate how students work together in cooperative ways  
➔ Uses technology as an instructional and/or resource tool |
<p>| The candidate uses a variety of instructional strategies to encourage the students’ development of critical thinking, problem solving, and performance skills. The candidate utilizes resources, materials, and technology appropriate to learners and subject matter. Diversity: The candidate implements a variety of instructional and assessment strategies appropriate to diverse learners. | ➔ | |</p>
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| **5. Motivation and Management** | • How did you create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation?  
• What strategies/procedures did you implement to articulate appropriate student behavior and/or redirect off-task behavior?  
• What have you done to keep the students interested and engaged throughout the PLE/LP?  
Comments: | ➤ Creates a classroom atmosphere in which students feel safe and cared for  
➤ Redirects off-task behavior in a positive manner  
➤ Establishes and maintains classroom expectations  
➤ Organizes and manages time, space, and activities conducive to learning  
➤ Implements learner-centered experiences that are based on current best practices that engage, motivate, and encourage self-directed student learning  
➤ Provides opportunities for students to achieve self-management  
➤ Uses enthusiasm to motivate students and energize teaching |
| The candidate effectively manages time and pacing of lessons.  
The candidate demonstrates an understanding of individual and group motivation.  
The candidate demonstrates an understanding of classroom management.  
The candidate facilitates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.  
Diversity:  
The candidate diagnoses and builds upon the personal, cultural, and historical experiences of learners from a variety of socio-economic/ethnic backgrounds and develops meaningful instructional activities and positive, productive learning environments. | | |
| **6. Communication and Technology** | • In what ways were your instructional delivery skills effective?  
• In what ways have you communicated with other members of the school community?  
• How are you integrating technology into your PLE/LP?  
Comments: | ➤ Models effective, accurate and culturally sensitive verbal and non-verbal communication skills  
➤ Models writing skills appropriate for grade level  
➤ Supports and expands learner expression in speaking, writing, and other media  
➤ PLE/LP shows a variety of uses of technology as teaching/learning strategies  
➤ Uses various resources such as textbooks, internet, media center, school/community members  
➤ Word Wall/Bulletin boards: artistic work on a theme, extension of student learning/work |
| The candidate models effective use of standard spoken and written English.  
The candidate demonstrates effective verbal and non-verbal techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  
The candidate demonstrates effective media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  
Diversity:  
The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences. | | |
| **7. Instructional Planning** | • How is the PLE/LP connected to previous and subsequent PLE/LPs?  
• How does your plan connect student outcomes to the closure?  
• What difficulties did you anticipate? Did you discuss anticipated difficulties with cooperating/Associate teacher?  
• How will you address them?  
• How have you worked with your Cooperating/Associate teacher in unit/daily Planning?  
Comments: | ➤ Goals and objectives aligned with specific outcomes for each day, week, and month  
➤ Daily plans based on identified curriculum goals  
➤ Thorough PLE/LP that includes components of suggested lesson plans in Handbook  
➤ Pacing guide: outline of what is taught and when it is taught throughout the placement  
➤ Adjustment of plans based on unanticipated sources of input or learner needs  
➤ Organizational binder that includes daily/unit plans, pacing guide, assignments, units, schedules, assessment/evaluation, and memos  
➤ PLE/LP connects objectives/expectations to closure/assessment  
➤ Integrates technology to enhance learning |
| The candidate plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.  
The candidate’s plans reflect constructivist teaching practices. New York State Standards/Ontario Curriculum Expectations and student outcomes.  
Diversity:  
The candidate plans learning opportunities that meet the developmental and individual needs of diverse learners. | | |
| **8. Assessment of Learning** | • Did your students learn what you wanted them to learn?  
• How will the closing of this PLE/LP provide evidence of student thinking/learning?  
• How did you assess what the students have learned in this lesson?  
• What student evidence do you have?  
• How have you/will you use the data?  
Comments: | ➤ Uses a variety of informal assessment strategies to monitor student understanding and to adapt and adjust instruction as needed  
➤ Uses rubrics to determine criteria and expectations for levels of performance (individual/group, projects, presentations)  
➤ Uses closure to gather feedback from students about classroom environment and learning  
➤ Uses a variety of summative assessment tools  
➤ Connects objectives, instructional strategies, and assessment  
➤ Records student work/performance |
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| 9. Professional Development | • What opportunities have you taken advantage of to grow professionally?  
• How has this impacted your instructional practice/student learning?  
• What evidence can you provide to indicate that you are a reflective practitioner?  
• What have you learned about professional dress and behaviour?  
Comments: | • Attendance at faculty/staff/department/division/team meetings documented by handouts, materials received  
• Attendance at workshops/conferences  
• Records student work/performance  
• Reflection of self and self-improvement (personal journal about teaching experience; PLE/LP reflections)  
• Collaboration with professional colleagues  
• Demonstrates personal conduct consistent with professional behaviour |

10. School/Community Involvement | • How have you involved yourself in the life of the school and/or school community?  
• In what ways have you used technology to communicate with parents and to encourage parent involvement in education?  
Comments: | • Assists with clubs, teams, social events, committee/volunteer work  
• Participates in school activities, (including before/after school)  
• Communicates with parents (letters, phone conversations, class newsletters, notes to parents)  
• Awareness of community agencies and how to access assistance  
• Attendance at parent-teacher/report card meetings where permitted  
• Collaborates with other professionals on behalf of students |

Growth Plan:  
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Please sign to indicate that you have read this form:  
Teacher Candidate: ________________________________  
Cooperating or Associate Teacher: ________________________________  
University Field Supervisor: ________________________________  
Revised 07/08