Student Teaching Observation Form

Adolescent Grades 7-12

☐ First Placement   ☐ Second Placement  Date: _________________

Teacher Candidate ____________________________________ Observation  1  2  3  4

Classroom Teacher ____________________________________ Grade Level ______

Classroom Teacher ____________________________________ Grade Level ______

School _________________________________________________ School Board ______

Subject Observed __________________________________________

Brief Description of Planned Learning Experience/Lesson Plan ________________


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 |
| 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 |
| 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 |
| 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 |
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<td>5. Motivation and Management</td>
<td>• How did you create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation?</td>
<td>☐ Creates a classroom atmosphere in which students feel safe and cared for ☐ Redirects off-task behaviour 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</td>
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<td>• What strategies/procedures did you implement to articulate appropriate student behaviour and/or redirect off-task behaviour?</td>
<td>☐ 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</td>
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<td>• What have you done to keep the students interested and engaged throughout the PLE/LP?</td>
<td>☐ Uses evidence of student thinking/learning ☐ Supports self-directed student learning</td>
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<td>Comments:</td>
<td>☐ 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</td>
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<td>6. Communication and Technology</td>
<td>• In what ways were your instructional delivery skills effective?</td>
<td>☐ Uses evidence of student thinking/learning ☐ Supports self-directed student learning</td>
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<td>• In what ways have you communicated with other members of the school community?</td>
<td>☐ Uses evidence of student thinking/learning ☐ Supports self-directed student learning</td>
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<td>• How are you integrating technology into your PLE/LP?</td>
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<td>7. Instructional Planning</td>
<td>• How is the PLE/LP connected to previous and subsequent PLE/LPs?</td>
<td>☐ Uses evidence of student thinking/learning ☐ Supports self-directed student learning</td>
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<td>• How does your plan connect student outcomes to the closure?</td>
<td>☐ Uses evidence of student thinking/learning ☐ Supports self-directed student learning</td>
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<td>• What difficulties did you anticipate? Did you discuss anticipated difficulties with Cooperating/Associate teacher?</td>
<td>☐ Uses evidence of student thinking/learning ☐ Supports self-directed student learning</td>
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<td>• How will you address them?</td>
<td>☐ Uses evidence of student thinking/learning ☐ Supports self-directed student learning</td>
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<td>• How have you worked with your Cooperating/Associate teacher in unit/daily Planning?</td>
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<td>8. Assessment of Learning</td>
<td>• Did your students learn what you wanted them to learn?</td>
<td>☐ 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</td>
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<td>• How will the closing of this PLE/LP provide evidence of student thinking/learning?</td>
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<td>• How did you assess what the students have learned in this lesson?</td>
<td>☐ 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</td>
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<td>• What student evidence do you have?</td>
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<td>• How have you/will you use the data?</td>
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- 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.

- Diversity: The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences.

- Diversity: The candidate plans learning activities and positive, productive learning environments.


- Diversity: The candidate plans learning opportunities that meet the developmental and individual needs of diverse learners.
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<td>9. Professional Development</td>
<td>The candidate demonstrates the ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning communities). The candidate actively seeks out opportunities to grow professionally. The candidate reflects on his/her personal background and life experiences in order to develop culturally responsive curricula and instructional practices.</td>
<td>• 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:</td>
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<td>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</td>
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| 10. School/Community Involvement         | The candidate communicates and interacts with parents/guardians, families, and the community, as appropriate, to support the students' learning and well-being. The candidate communicates and interacts with school colleagues, as appropriate, to support the students' learning and well-being. Diversity: The candidate demonstrates knowledge of the influence of family participation on students' learning and ways to involve families. The candidate identifies community resources and explains their use in the classroom. | • 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