Student Teaching Observation Form for Early Childhood Education
Birth - 2

☐ 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 ___________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Commendable Features ____________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Suggestions: ________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>KEY QUESTIONS FOR GROWTH</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Promoting Early Childhood Development and Learning</strong>&lt;br&gt;The candidate knows and understands the characteristics and needs of young children, and of the multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive and challenging for all children.</td>
<td>• What are the diverse needs of students in this class?&lt;br&gt;• How have you adapted instruction and the environment to appropriately meet their individual needs?&lt;br&gt;• In what way does this PLE/LP support age appropriate cognitive, social, emotional, and physical development?&lt;br&gt;• How will the students connect the PLE/LP to their existing prior knowledge and past experiences?&lt;br&gt;Comments:</td>
<td>➞ Age appropriate experiences for social, emotional, cognitive, and physical development of students&lt;br&gt;➜ New learning linked to students’ prior knowledge&lt;br&gt;➜ Encouragement of student reflection on prior knowledge and its connection to new information&lt;br&gt;➜ Integration of learning with other disciplines or real-world experiences&lt;br&gt;➜ Opportunities to empower learners to be responsible for their own learning&lt;br&gt;➜ Floor plan organization: graphic representation of how classroom is set to provide for the various domains of development and to promote diversity&lt;br&gt;PLE/LP references NYS/Standards (performance indicators and key ideas)/Ontario Curriculum Expectations, district objectives, and the affective domain</td>
</tr>
<tr>
<td><strong>2. Building Family and Community Relationships</strong>&lt;br&gt;The candidate knows about, understands, and values the importance and complex characteristics of children’s families and communities and their cultures. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</td>
<td>• In what ways have you communicated with your students’ families to learn about their language, culture, and family preferences?&lt;br&gt;• How have you involved yourself in the life of the school and/or school community?&lt;br&gt;• In what ways have you used technology to communicate with parents and to encourage parent involvement in education?&lt;br&gt;• In what ways have you communicated with other members of the school community?&lt;br&gt;Comments:</td>
<td>➞ Communicates with parents (letters, phone conversations, class newsletters, notes to parents)&lt;br&gt;➜ Assists with clubs, teams, social events, committee/volunteer work&lt;br&gt;➜ Participates in school activities, (including before/after school)&lt;br&gt;➜ Awareness of community agencies and how to access assistance&lt;br&gt;➜ Attendance at parent-teacher/report card meetings where permitted&lt;br&gt;➜ Collaborates with other professionals on behalf of students</td>
</tr>
<tr>
<td><strong>3. Observing, Documenting, and Assessing to Support Young Children and Families</strong>&lt;br&gt;The candidate knows about and understands the goals, benefits, and uses of assessment. He/she knows about and uses systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</td>
<td>• How did you decide what type of assessment to use and how will you use the data?&lt;br&gt;• How did you assess what the students have learned in this lesson?&lt;br&gt;• What evidence do you have to show your students learned what you wanted them to learn?&lt;br&gt;• How does the closing of this PLE/LP provide evidence of student thinking/learning and connect to student outcomes?&lt;br&gt;• How have you worked with your cooperating teacher in planning and did you discuss any anticipated difficulties?&lt;br&gt;Comments:</td>
<td>➞ Observes and documents children’s behaviors and uses the information to plan learning experiences&lt;br&gt;➜ Uses a variety of informal assessment strategies to monitor student understanding and to adapt and adjust instruction as needed&lt;br&gt;➜ Uses rubrics to determine criteria and expectations for levels of performance (individual/group, projects)&lt;br&gt;➜ Uses closure to gather feedback from students about classroom environment and learning&lt;br&gt;➜ Uses a variety of summative assessment tools&lt;br&gt;➜ Connects objectives, instructional strategies, and assessment&lt;br&gt;➜ Records student work/performance</td>
</tr>
</tbody>
</table>
### 4. Teaching and Learning
The candidate integrates his/her understanding of and relationships with children and families; understanding of developmentally effective approaches to teaching and learning; and knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

- How did you create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation?
- How did you become knowledgeable about the content you taught in this lesson?
- How did you make your knowledge of the content meaningful to students?
- What instructional strategies did you use to engage learners? Why?
- In what ways did your students work with higher level thinking skills?
- What instructional role(s) did you integrate into the PLE/LP?
- How did you align subject matter with standards?
- Does your PLE/LP meet your stated objective(s) in a meaningful context?

**Comments:**

- Uses exploratory strategies to set stage for learning
- Implements learner-centered experiences that are based on current best practices that engage, motivate, and encourage self-directed student learning
- Use of multiple strategies to foster critical thinking and problem solving
- Use of multiple instructional roles (facilitator, coach, instructor, audience)
- Develop learning centers as part of a lesson or the environment
- Cooperative activities: PLE/LP indicates how students work together in cooperative ways
- Uses technology as an instructional and/or resource tool
- Establishes and maintains classroom expectations
- Organizes and manages time, space and activities conducive to learning
- Anticipates behaviors based on knowledge of child development and develops plans for skill attainment (e.g., classroom rituals and routines)
- Redirects off-task behavior in a positive manner
- Provides opportunities for students to achieve self-management
- Uses enthusiasm to motivate students and energize teaching

### 5. Becoming a Professional
The candidate identifies and conducts him/herself as a member of the early childhood profession. He/she knows and uses ethical guidelines and other professional standards related to early childhood practice. The candidate is a continuous, collaborative learner who demonstrates knowledgeable, reflective, and critical perspectives on his/her work, making informed decisions that integrate knowledge from a variety of sources. He/she is an informed advocate for sound educational practices and policies.

- What opportunities have you taken advantage of to grow professionally?
- How have growth opportunities 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 behavior?

**Comments:**

- Attendance at faculty/staff/department/division/team meetings documented by handouts, materials received
- Attendance at workshops/conferences
- Attendance at a School Board meetings
- Speak with a school building union representative about policies and issues
- Involvement in advocacy for children and/or the profession such as writing letters, attending rallies, etc.
- Reflection of self and self-improvement (personal journal about teaching experience; PLE/LP reflections)
- Collaboration with professional colleagues
- Demonstrates personal conduct consistent with professional behavior
Growth Plan:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Please sign to indicate that you have read this form:
Teacher Candidate: ________________________________________________
Cooperating or Associate Teacher: ____________________________________
University Field Supervisor: ________________________________________

Revised 06/07