Student Teaching Observation Form

TESOL

☐ 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 __________________________________________

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Suggestions: ___________________________________________________

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<th>PROGRAM EXPECTATION</th>
<th>KEY QUESTIONS FOR GROWTH</th>
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| **Standard 1: Knowledge of Subject Matter** | • How did you demonstrate your understanding of phonology and recognize the stages of phonological development in TESOL learners?  
• How did you demonstrate that you recognize and can describe the similarities and major differences between the phonology of English and those of languages commonly by their students?  
• How did you attempt to ask a range of question types to T ESOL students?  
• Do you read to students and display materials that develop concepts and vocabulary and reinforce T ESOL student language learning?  
Comments: | ➔ Planned Learning Experience (PLE)/Lesson Plan (LP) reference NYS/Standards (performance indicators)/Ontario Curriculum Expectations and district objectives  
➔ Objectives apply knowledge of developmental and contrastive phonology to identify difficult aspects of English pronunciation for their students, noting how TESOL students’ LI and identify may affect their English.  
➔ Strategies to monitor and develop proficiency in difficult aspects of English phonology.  
➔ Teaches strategies that TESOL students can use for understanding input.  
➔ Established and maintains an inquiry based classroom where TESOL students are provided rich models of oral and print language are encouraged to experiment with and extend the use of English  
Comments: |
| **Standard 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: | ➔ 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  
Comments: |
| **Standard 3: Instructional Strategies for Diverse Learners** | • How will you plan activities at the appropriate language levels, integrating students’ cultural backgrounds and learning styles?  
• In what ways will you plan for standards – based ESL and content instruction?  
• How will you incorporate activities, task, and assignments that develop authentic use of language as students access content area learning objectives?  
• How will you model activities to demonstrate ways students may integrate skills ( e.g. language and or content)  
• How will you incorporate a variety of resources including selections from or adoptions from content area text  
• In what ways will you evaluate, select, and use software and Web resources for TESOL students??  
Comments: | ➔ Inform and work with their colleagues to plan standards – based instruction  
➔ Plans multi level activities that are flexible in grouping students to meet instructional needs of linguistically and culturally diverse student populations  
➔ Assist their colleagues in teaching from a standards based perspective that meets local, state and national objectives.  
➔ Design authentic language task as students’ access content area learning objectives.  
➔ Collaborates with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas.  
➔ Assist students in learning how to use technological resources for their own academic purpose. |
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| **Standard 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? | ➜ 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 manipulative used 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 used as an instructional and/or resource tool |
| **Comments** | | |
| **Standard 5: Motivation and Management** | • 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? | ➜ 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 |
| **Standard 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? | ➜ 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 |
| **Comments** | | |
| **Standard 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 Associate teacher?  
• How will you address them?  
• How have you worked with your Associate teacher to develop daily Planning? | ➜ 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 (students, parents, colleagues)  
➤ 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 |
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| **Standard 8: Assessment of Learning** | - How will you demonstrate an understanding of the purposes of assessment as they relate to TESOL learners and use the results appropriately?  
- In what ways will you demonstrate your understanding of the quality indicators of assessment instruments?  
- How will you demonstrate your understanding of the limitations of assessment situations and make accommodations for TESOL students?  
- How will you demonstrate your understanding of the implementation of national and state requirements for the identification, reclassification and exit of TESOL students from language support programs?  
- In what ways will you demonstrate your understanding of performance – based assessment tools and task that measure TESOL learner progress towards state and national standards?  
- How will you demonstrate you knowledge of various instruments and techniques to assess content area learning (e.g. math, science, social studies) for TESOL learners at varying levels of language and literacy development? | - Candidates prepare their students appropriately for the type of assessment being used, including technology based assessment.  
- Candidates can create performance – based and traditional measures that are standards based, valid, reliable as appropriate.  
- Can evaluate formal and informal technology –based and nontechnology – based assessment measures for psychology, cultural, and linguistic limitations.  
- Candidates share their knowledge and understanding regarding the identification, placement, and reclassification and exiting of TESOL students with their Cooperating Teachers.  
- Design performance – based task and tool to measure TESOL learners’ progress.  
- Develops and adapts a variety of techniques and instruments when appropriate to assess TESOL students’ learning at all levels of language proficiency and literacy. |
| **Standard 9: Professional Development** | - 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 ESL students.  
- How have you demonstrated your knowledge of the history, research and the current practice in the field of ESL teaching and the ways you have applied you have applied this knowledge to improve the learning of all ESL students? | - 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 behavior |
| **Standard 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? | - 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 |

The candidate demonstrated an understanding of various issues of assessment (e.g. cultural linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards and the difference between language proficiency and other types of assessment (e.g. standardized achievement test of overall mastery), as they affect TESOL student learning.

The candidate used a variety of standards – based language proficiency instruments to inform his or her instruction and understood the uses for identification, placement, and demonstration of language growth of TESOL students.

The candidate knew and used a variety of performance – based assessment tools and techniques to inform instruction.

The candidate served as a professional resource, advocated for TESOL learners, and built partnerships with students’ families.

The candidate collaborated with and was prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.

The candidate demonstrated knowledge of history, research, and current practice in the field of ESL teaching and applies this knowledge to improve teaching and learning.

The candidate collaborated with and was prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.

The candidate communicates and interacted with parents/guardians, families, and the community, as appropriate, to support the students’ learning and well-being.

The candidate served as a professional resource, advocated for TESOL students, and built partnerships with students’ families.

The candidate will collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.

The candidate demonstrates knowledge of history, research, and current practice in the field of ESL teaching and applies this knowledge to improve teaching and learning.

The candidate will collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.

The candidate asked himself/herself how to access assistance and communicated with parents (letters, phone conversations, class newsletters, notes to parents) when appropriate to assess TESOL students’ learning at all levels of language proficiency and literacy.

How have you involved yourself in the life of the school and/or school community?

How have you demonstrated your understanding of the purposes of assessment as they relate to TESOL learners and use the results appropriately?

How have you demonstrated you knowledge of various instruments and techniques to assess content area learning (e.g. math, science, social studies) for TESOL learners at varying levels of language and literacy development?
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