# Student Teaching Observation Form

**Adolescent Grades 7-12**

<table>
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<tr>
<th>First Placement</th>
<th>Second Placement</th>
<th>Date: ____________________</th>
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**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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<tr>
<th>PROGRAM EXPECTATION</th>
<th>KEY QUESTIONS FOR GROWTH</th>
<th>EVIDENCE</th>
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<tr>
<td><strong>Knowledge of Subject Matter</strong>&lt;br&gt;The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) taught. The candidate creates learning experiences that make the subject matter meaningful for students.&lt;br&gt;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.</td>
<td>• How did you become knowledgeable about the content you taught in this lesson?&lt;br&gt;• How did you align subject matter with standards?&lt;br&gt;• How did you make your knowledge of the content meaningful to students?&lt;br&gt;• Does your Planned Learning Experience (PLE)/ Lesson Plan (LP) meet your stated objective(s) in a meaningful context? Comments:</td>
<td>➔ Planned Learning Experience (PLE)/Lesson Plan (LP) reference NYS/Standards (performance indicators)/Ontario Curriculum Expectations and district objectives&lt;br&gt;➔ PLE/LP developed around a central topic, concept, or theme that shows connections between/among different subjects&lt;br&gt;➔ PLE/LP built around a central question(s); students are not told answers, but are led through experiences&lt;br&gt;➔ Identified and selected specific technology resources available at the school site and district level to support a coherent learning experience</td>
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<td><strong>Knowledge of Human Development and Learning</strong>&lt;br&gt;The candidate demonstrates an understanding of how adolescents learn and develop. The candidate provides learning opportunities that support their intellectual, social, and personal development.&lt;br&gt;Diversity: The candidate demonstrates the knowledge of, and appreciation for, cognitive processes involved in academic learning, including diverse learning styles.</td>
<td>• In what way does this PLE/LP support age-appropriate intellectual, social, and personal development?&lt;br&gt;• How will the students connect the PLE/LP to their existing prior knowledge and past experiences? 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 up including desks, learning centers, technology, bulletin boards/word walls, displays of student work</td>
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<td><strong>Instructional Strategies for Diverse Learners</strong>&lt;br&gt;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.&lt;br&gt;The candidate creates instructional opportunities that are adapted to learners with exceptionalities.&lt;br&gt;The candidate demonstrates the ability to modify instruction for students with different learning needs.&lt;br&gt;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.&lt;br&gt;The candidate demonstrates the importance of students’ families, cultures and communities and uses this information as a basis for connecting to students’ experiences.</td>
<td>• What are the diverse needs of students in this class?&lt;br&gt;• How have you adapted instruction to appropriately meet their individual needs? Comments:</td>
<td>➔ Discussion of diverse characteristics of class and individual needs of students with Cooperating/ Associate teacher and other support staff&lt;br&gt;➔ Discussion of diverse characteristics of student(s) identified with special needs with consultant/resource teacher and other support staff&lt;br&gt;➔ Review of IEPs&lt;br&gt;➔ Differentiated PLE/LP shows how assignments and strategies accommodate all learners&lt;br&gt;➔ Familiarity with identifying processes of students with special needs&lt;br&gt;➔ When possible, attend a special education team meeting</td>
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<td><strong>Multiple Instructional Strategies</strong>&lt;br&gt;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.&lt;br&gt;Diversity: The candidate implements a variety of instructional and assessment strategies appropriate to diverse learners.</td>
<td>• How will the learning experience begin?&lt;br&gt;• What instructional strategies did you use to engage learners?&lt;br&gt;• In what ways did your students work with higher level thinking skills?&lt;br&gt;• What instructional role(s) did you integrate into the PLE/LP? Comments:</td>
<td>➔ Uses exploratory strategies to set stage for learning&lt;br&gt;➔ Use of multiple strategies to foster critical thinking and problem solving&lt;br&gt;➔ Use of multiple instructional roles (facilitator, coach, instructor, audience)&lt;br&gt;➔ Uses manipulatives to develop understanding&lt;br&gt;➔ Learning centers: self-managed work centers set up around tables or desks where students investigate a particular topic&lt;br&gt;➔ Cooperative activities: PLE/LP indicate how students work together in cooperative ways&lt;br&gt;➔ Uses technology as an instructional and/or resource tool</td>
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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 |
| 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 |
| 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 |
| 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 |
### Program Expectation

#### Key Questions for Growth

**9. Professional Development**

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.

- 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 behavior?

**Comments:**

#### Evidence

- 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

**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:**

**Evidence**

- 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