Student Teaching Observation Form
Middle Childhood Grades 5-9

First Placement
Second Placement

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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**NMSA STANDARDS**

### Standard 1: Young Adolescent Development

**The Candidate:**

- establishes close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth
- creates learning opportunities that reflect an understanding of the development of all young adolescent learners
- creates positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged
- makes decisions about curriculum and resources that reflect an understanding of young adolescent development
- uses developmentally responsive instructional strategies
- uses multiple assessments that are developmentally appropriate for young adolescent learners
- engages young adolescents in activities related to their interpersonal, community and societal responsibilities
- creates and maintains supportive learning environments that promote the healthy development of all young adolescents
- deals effectively with societal changes, including the portrait of young adolescents in the media, which impact the healthy development of young adolescents
- responds positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction

**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.

**Diversity:**

The candidate plans learning opportunities that meet the developmental and individual needs of diverse learners.

### Standard 2: Middle Level Philosophy and School Organization

**The Candidate:**

- applies knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction
- works successfully within developmentally responsive structures to maximize student learning
- articulates and applies knowledge of the philosophical foundations of middle level education in the classroom, school, and communities
- implements developmentally responsive practices and components that reflect the philosophical foundations of middle level education

**Diversity:**

The candidate demonstrates the knowledge of, and appreciation for, cognitive processes involved in academic learning, including diverse learning styles.

### Standard 3: Middle Level Curriculum and Assessment

**The Candidate:**

- successfully implements the curriculum for which they are responsible in ways that help all young adolescents learn
- uses current knowledge and standards from multiple subject areas in planning integrating, and implementing curriculum
- incorporates the ideas, interests, and experiences of all young adolescents in curriculum
- develops and teaches an integrated curriculum
- teaches curriculum in ways that encourages all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives
- provides all young adolescents with multiple opportunities to learn in integrated ways
- participates in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities)
- uses multiple assessment strategies that effectively measure student mastery of the curriculum
- incorporates technology in planning, integrating, implementing and assessing curriculum and student learning
- articulates curriculum to various stakeholder groups

**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/ community and uses this information as a basis for connecting to students’ experiences.

### EVIDENCE

- 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 and implements age-appropriate assessments to monitor and provide appropriate interventions to enhance student learning
- PLE/LP built around a central question(s); students are not told answers, but are led through experiences
- Know and understand the needs and developmental characteristics of young adolescents
- Age appropriate experiences for social, emotional, cognitive, and physical development of students
- Encouragement of student reflection on prior knowledge and its connection to new information
- Integration of learning with other disciplines or real-world experiences

**Comments:**

- Floor plan organization: graphic representation of how classroom is set up including desks, learning centers, technology, bulletin boards/word walls to create a learning environment that, enhances high levels of student learning and builds relationships
- Ensuring for each student a safe inviting, trusting and mutually-respected learning environment that offers physical and psychological safety
- Have a deep understanding of the subject matter, of different approaches to student learning, and of diverse instructional strategies

**Comments:**

- Discussion of diverse characteristics of class and individual needs of students with Associate or, Cooperative Teacher and other support staff
- Objectives, instructional strategies, and assessments are aligned and connected
- Uses a variety of informal assessment strategies to monitor understanding and to adapt and adjust instruction as needed
- Identified and selected specific technology resources available at the school site and district level to support a coherent learning experience
- Uses rubrics to determine curriculum criteria and essential learnings for levels of student understanding
- Participates in school activities that enhance student-teacher relationships
- Uses technology and other instructional resources purposefully to support and enhance student learning

**Comments:**

- Discussion of diverse characteristics of class and individual needs of students with Associate or, Cooperative Teacher and other support staff
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**Comments:**
### NMSA STANDARDS

#### Standard 4: Middle Level Teaching Fields

**The Candidate:**
- uses a depth/breadth of content knowledge in ways to maximize student learning
- uses effective content specific teaching and assessment strategies
- engages all young adolescents in content that incorporates their ideas, interests, and experiences
- teaches in ways that help all young understand the integrated nature of knowledge
- integrates state-of-the-art technologies and literacy skills into teaching content to all young adolescents
- engages in activities designed to extend knowledge in their teaching fields

**Diversity:**
- The candidate implements a variety of instructional and assessment strategies appropriate to diverse learners.
- The candidate reflects on his/her personal background and life experiences in order to develop culturally responsive curricula and instructional practices

#### Standard 5: Middle Level Instruction and Assessment

**The Candidate:**
- uses a variety of teaching/learning strategies and resources that motivate young adolescents to learn
- creates learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning
- plans effective instruction individually and with colleagues
- provides all adolescents with the opportunities to engage in independent and collaborative inquiry
- participates in professional development activities that increase their knowledge of effective teaching/learning strategies
- establishes equitable, caring, and productive learning environments for all young adolescents
- employs fair, effective, developmentally responsive classroom management techniques
- implements a variety of developmentally responsive assessment measures (e.g., portfolios, authentic assessments, student self-evaluation)
- maintains useful records and creates an effective plan of evaluation of student work and achievement
- communicates assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences

**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
- The candidate uses a variety of assessment techniques, including observation, portfolios, self-assessment, peer assessment, and projects as well as teacher-made and standardized tests

#### Standard 6: Family and Community Involvement

**The Candidate:**
- establishes respectful and productive relationships with family and community members that maximize student learning and well being
- act as advocates for all young adolescents in the school and in the larger community
- connects instruction to the diverse community experiences of all young adolescents
- identifies and uses resources to foster student learning
- participates in all activities designed to enhance educational experiences that transcend the school campus
- encourages all young adolescents to participate in community activities that contribute to their welfare and learning (e.g. service-learning, health services, after-school programs)
- demonstrates the ability to participate in parent conferences

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

### EVIDENCE

- 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
- Uses student assessment data to provide either appropriate student interventions or instructional adjustments
- Use of cooperative learning to develop social and interpersonal skills in addition to academic proficiency
- Uses technology used as an instructional and/or resource tool

**Comments:**
- Keeps accurate records of student work/performance

#### EVIDENCE

- 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
- Provides feedback to students and parents to reinforce positive academic and social/emotional behaviors and/or develop a plan to improve those behaviors
- Implements a variety of informal and formal assessment strategies to assess student learning and provide appropriate interventions

**Comments:**
- Models effective, accurate and culturally sensitive verbal and non-verbal communication skills
- Models a caring and respectful attitude with students colleagues and parents
- Inform and involve parents by helping them understand the uniqueness of their middle-level student
- Uses a two-way communication system between teacher and the parents to enhance the child’s development
- Uses various resources such as textbooks, internet, media center, school/community members
- Participates in team-parent conferences
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<th>NMSA STANDARDS</th>
<th>EVIDENCE</th>
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| **Standard 7: Middle Level Professional Roles**  
The Candidate:  
• models positive attitudes and appropriate behaviors for all young adolescents  
• serves as advisors, advocates, and mentors for all young adolescents  
• works successfully as members of interdisciplinary teams and as part of the total school environment  
• engages in and supports practices for self and colleagues (e.g. attends professional development activities and conferences, participates in professional organizations)  
• reads professional literature, consults with colleagues, maintains currency with a range of technologies, and seeks resources to enhance their professional competence  
**Diversity**  
The candidate demonstrates knowledge of the influence of the family participation on students’ learning and ways to involve families. The candidate identifies community resources and explains their use in the classroom |
| ➔ Daily plans based on identified curriculum goals  
➔ Thorough PLE/LP that includes components of suggested lesson plans in Handbook  
➔ PLE/LP connects objectives/expectations to closure/assessment and integrates technology as appropriate  
➔ Goals and objectives aligned with specific outcomes for each day, week, and month  
➔ Pacing guide: outline of what is taught and when it is taught throughout the placement  
➔ Organizational binder that includes daily/unit plans, pacing guide, assignments, units, schedules, assessment/evaluation, and memos  
➔ Attends all faculty, staff and team meetings and keeps notes on agenda  
➔ Attends all professional development workshops and implements suggestions and reflects  
➔ Demonstrates personal conduct consistent with professional behavior  
➔ Develops an understanding of the responsibilities and expectations of being a mentor, advocate and an advisor for the middle level student  
Comments: |

Comments/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: __________________________________________