# Student Teaching Observation Form for Early Childhood Education

**Birth - 2**

<table>
<thead>
<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>NAEYC STANDARDS</th>
<th>KEY QUESTIONS FOR GROWTH</th>
<th>EVIDENCE</th>
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</table>
| 1. Promoting Early Childhood Development and Learning                            | • In what way does this PLE/LP support age appropriate cognitive, social, emotional, and physical development?  
• What are the diverse needs of students in this class?  
• How have you adapted instruction and the environment to appropriately meet their individual needs?  
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. |
| Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create an environment that is healthy, respectful, supportive, and challenging for each child. |                                                                                       |                                                                                                                                     |
| 2. Building Family and Community Relationships                                   | • In what ways have you communicated with your students’ families to learn about their language, culture, and family preferences?  
• 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?  
• In what ways have you communicated with other members of the school community?  
Comments: | ⇒ Communicates with parents (letters, phone conversations, class newsletters, notes to parents).  
⇒ Assists with clubs, teams, social events, committee/volunteer work and participates in school activities, (including before/after school).  
⇒ 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. |
| Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. 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. |                                                                                       |                                                                                                                                     |
| 3. Observing, Documenting, and Assessing to Support Young Children and Families  | • How did you decide what type of assessment to use and how will you use the data?  
• How did you assess what the students have learned in this lesson?  
• What evidence do you have to show your students learned what you wanted them to learn?  
• How does the closing of this PLE/LP provide evidence of student thinking/learning and connect to student outcomes?  
Comments: | ⇒ Observes and documents children’s behaviors and uses the information to plan learning experiences.  
⇒ 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).  
⇒ Uses closure to gather feedback from students about classroom environment and learning.  
⇒ Connects objectives, instructional strategies, and assessment.  
⇒ Records student work/performance.  
⇒ Communicates with parents (letters, phone conversations, class newsletters, and notes to parents).  
⇒ Attendance at parent-teacher/report card meetings where permitted.  
⇒ Collaborates with other professionals on behalf of students. |
| Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. |                                                                                       |                                                                                                                                     |
### NAEYC STANDARDS

#### 4. Using Developmentally Effective Approaches to Connect With Children and Families

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

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<th>KEY QUESTIONS FOR GROWTH</th>
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<tr>
<td>• How did you demonstrate your understanding of positive relationships and supportive interactions as the foundations of the work with young children?</td>
<td>⇒ Understanding positive relationships and supportive interactions as the foundation of their work with young children.</td>
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<tr>
<td>• How did you demonstrate your understanding of effective strategies and tools for early education including appropriate use of technologies?</td>
<td>⇒ Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</td>
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<td>• In what ways did you use a broad repertoire of developmental appropriate child learning approaches?</td>
<td>⇒ Using a broad repertoire of developmentally appropriate teaching/learning approaches.</td>
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<td>• As you reflect on your practicum how have you promoted positive outcomes for each of your students?</td>
<td>⇒ Reflecting on own practice to promote positive outcomes for each child.</td>
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<td><strong>Comments:</strong></td>
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| 6. Becoming a Professional | • 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 meeting.  
➢ 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:
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Please sign to indicate that you have read this form:

Teacher Candidate: ________________________________________________

Cooperating or Associate Teacher: ________________________________

University Field Supervisor: ________________________________

Revised 07/11