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 ____________________________

Commenable Features

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Suggestion: ____________________________________________________________

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<thead>
<tr>
<th>INTASC STANDARDS</th>
<th>KEY QUESTIONS FOR GROWTH</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td><strong>Standard 1: Knowledge of Subject Matter (TESOL 1a, 1b, 2a &amp; 2b)</strong></td>
<td>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 TESOL students? Did you read to students and display materials that developed concepts and vocabulary and reinforce TESOL student language learning? Comments:</td>
<td>➔ 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 the students, noting how TESOL students’ first language (L1) may affect their learning of English. Utilizes 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.</td>
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<tr>
<td><strong>Standard 2: Knowledge of Human Development and Learning</strong></td>
<td>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:</td>
<td>➔ 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.</td>
</tr>
<tr>
<td><strong>Standard 3: Instructional Strategies for Diverse Learners (TESOL 2 &amp; 3a)</strong></td>
<td>How did you plan activities at the appropriate language levels, integrating students’ cultural backgrounds and learning styles? In what ways did you plan for standards – based ESL and content instruction? How did you incorporate activities, task, and assignments that develop authentic use of language as students access content area learning objectives? How did you model activities to demonstrate ways students may integrate skills (e.g. language and or content)? How did you incorporate a variety of resources including selections from or adoptions from content area text? In what ways did you evaluate, select, and use software and Web resources for TESOL students? Comments:</td>
<td>➔ 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.</td>
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## INTASC STANDARDS

### Standard 4: Multiple Instructional Strategies (TESOL 3b & 3c)

The candidate used a variety of instructional strategies to encourage the students’ development of critical thinking, problem solving, and performance skills. The candidate demonstrated the ability to modify instruction for students with different learning needs.

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<tr>
<td>• How did the learning experience begin?</td>
<td>Uses exploratory strategies to set stage for learning.</td>
</tr>
<tr>
<td>• What instructional strategies did you use to engage learners?</td>
<td>Use of multiple strategies to foster critical thinking and problem solving.</td>
</tr>
<tr>
<td>• In what ways did your students work with higher level thinking skills?</td>
<td>Use of multiple instructional roles (facilitator, coach, instructor, audience).</td>
</tr>
<tr>
<td>• What instructional role(s) did you integrate into the PLE/LP?</td>
<td>Uses manipulative used to develop understanding.</td>
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</table>

**Comments:**

- 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.

### Standard 5: Motivation and Management

The candidate effectively managed time and pacing of lessons. The candidate demonstrated an understanding of individual and group motivation. The candidate demonstrated an understanding of classroom management. The candidate facilitated a learning environment that encouraged positive social interaction, active engagement in learning, and self-motivation.

- The candidate managed and implemented a variety of standards – based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing and in assessing the core curriculum.
- The candidate supported TESOL students in accessing the core curriculum as they learn language and academic content together.

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<td>• How did you facilitate a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation?</td>
<td>Create a classroom environment in which students feel safe and cared for.</td>
</tr>
<tr>
<td>• What strategies/procedures did you implement to articulate appropriate student behavior and/or redirect off-task behavior?</td>
<td>Redirects off-task behavior in a positive manner.</td>
</tr>
<tr>
<td>• What have you done to keep the students interested and engaged throughout the PLE/LP?</td>
<td>Establishes and maintains classroom expectations.</td>
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**Comments:**

- 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 (TESOL 3)

The candidate modeled effective use of standard spoken and written English. The candidate demonstrated effective verbal and non-verbal techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

- The candidate demonstrated effective media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

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<td>• In what ways were your instructional delivery skills effective?</td>
<td>Models effective, accurate and culturally sensitive verbal and non-verbal communication skills.</td>
</tr>
<tr>
<td>• In what ways have you communicated with other members of the school community?</td>
<td>Models writing skills appropriate for grade level.</td>
</tr>
<tr>
<td>• How did you integrating technology into your PLE/LP?</td>
<td>Supports and expands learner expression in speaking, writing, and other media.</td>
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**Comments:**

- 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.

### Standard 7: Instructional Planning (TESOL 3)

The candidate demonstrated an understanding of and applied concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students.

- The candidate served as an effective English language model in planning for multi level classrooms with learners with diverse backgrounds using standard based ESL and content curriculum.
- The candidate is familiar with and demonstrated an understanding of a wide range of standards-based materials, resources, and technologies, and chose, adapted, and used them in effective ESL and content teaching.

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<tr>
<td>• How is the PLE/LP connected to previous and subsequent PLE/LPs?</td>
<td>Goals and objectives aligned with specific outcomes for each day, week, and month.</td>
</tr>
<tr>
<td>• How does your plan connect student outcomes to the closure?</td>
<td>Daily plans based on identified curriculum goals.</td>
</tr>
<tr>
<td>• What difficulties did you anticipate? Did you discuss anticipated difficulties with Associate teacher?</td>
<td>Thorough PLE/LP that includes components of suggested lesson plans in the Handbook.</td>
</tr>
<tr>
<td>• How did you address them?</td>
<td>Pacing guide: outline of what is taught and when it is taught throughout the placement.</td>
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<tr>
<td>• How have you worked with your Cooperating/Associate teacher in unit/daily planning?</td>
<td>Adjustment of plans based on unanticipated sources of input or learner needs.</td>
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</tbody>
</table>

**Comments:**

- Organizational binder that includes daily/unit plans, pacing guide, assignments, units, schedules, assessment/evaluation, and memos.
- PLE/LP shows variety of uses of technology as teaching/learning strategies.
- Integrates technology to enhance.
### INTASC STANDARDS

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<th>Standard 8: Assessment of Learning (TESOL 4)</th>
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| 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 understand 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. | • How did you demonstrate an understanding of the purposes of assessment as they relate to TESOL learners and use the results appropriately?  
• In what ways did you demonstrate your understanding of the quality indicators of assessment instruments?  
• How did you demonstrate you understanding of the limitations of assessment situations and make accommodations for TESOL students? | • 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 non-technology – 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. |

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<th>Standard 9: Professional Development (TESOL 5a &amp; 5c)</th>
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| 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 candidates 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. | • 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. |

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<tr>
<th>Standard 10: School/Community Involvement (TESOL 5b &amp; 5c)</th>
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| 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. The candidate served as a professional resource, advocated for TESOL students, and built partnership with students’ families. | • 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. |
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