Student Teaching Observation Form

Childhood Grades 1 - 6

☐ 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 ____________________________

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Commendable Features: ____________________________________________________________

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Suggestions: __________________________________________________________

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<th>ACEI STANDARDS</th>
<th>KEY QUESTIONS FOR GROWTH</th>
<th>EVIDENCE</th>
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| 1. Development, Learning and Motivation | • In what ways does the PLE/lesson plan support age appropriate, intellectual, social and personal development?  
• Are there students with IEP's in your classroom and how can you differentiate your instruction to address their needs? Who can you consult with for their assistance?  
• How is your lesson sensitive to the ethnic, religious, racial, economic, social and diversity issues in your classroom? |
| Diversity: The candidate understands and appreciates cognitive processes involved in academic learning, including diverse learning styles. | Candidates drew upon in-depth knowledge of physical, social, emotional, cognitive, and linguistic development to understand student's abilities, interest, individual aspirations, values and social and cultural backgrounds in order to plan and teach their lesson.  
Comments: |

| 2. Curriculum Standards | • How did you demonstrate knowledge and understanding of fundamental concepts in ELA (reading, writing, oral language and listening) science (physical, life, space) Math (number sense, numeration, measurement, geometry, spatial sense, patterning, algebra, data management and probability) Social Studies (to promote the ability to make informed decisions as citizens of a culturally diverse democratic society in an interdependent world, The Arts (dance, music, theater and fine arts) Health (skills of good health) and Physical Education (human movement and physical activity)?  
• How did you align the subject matter of your lesson with New York State Standards/Ontario Curriculum Expectations? |
| Diversity: The candidate has a deep understanding of the content area and based on this knowledge can provide multiple representations and explanations to make the content meaningful to all students. | The subject matter of the lesson plan/PLE clearly demonstrates the teacher candidates knowledge and understanding and addresses the needs of his or her students in: ELA, Science, Math, Social Studies, The Arts, Health, And Physical Education as per ACEI standard two.  
• 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.  
Comments: |
**ACEI STANDARDS** | **KEY QUESTIONS FOR GROWTH** | **EVIDENCE**
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### 3. INSTRUCTION STANDARDS

#### 3.1 Integrating and applying knowledge for instruction
Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.
- **How did you demonstrate your knowledge of students, learning theory, subject matter, curricular goals, and community?**
- **How did you create instructional opportunities that are adapted to diverse students?**
- **How did you demonstrate your knowledge and understanding of diverse characteristics of the class and individual needs of students with 504 plans or from I PRC decisions?**

#### 3.2 Adaptation to diverse students
Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- **How did you demonstrate your knowledge and understanding of a variety of teaching strategies that encourage elementary students development of critical thinking, and problem solving?**
- **How did you use your knowledge of individual and group motivation and behavior management, among K-6 students, to foster active engagement in learning, self-motivation, and positive social interaction?**
- **How did you use verbal, nonverbal, and media communication techniques to foster K-6 students’ active inquiry, collaboration and supportive interaction?**

**Comments:**

- **Candidates make connections among concepts, procedures and applications across content areas.**
- **Candidates seek assistance and guidance from specialist and other resources to address K-6 student’s exceptional learning needs.**
- **Review of IEP’s for special needs students and / 504 plans or from I PRC decisions**
- **Candidates know and demonstrate principles and techniques, advantages and limitations, and appropriate uses of teaching strategies.**
- **Candidates reflect on student’s motivation and behavior in their classroom and modify teaching classroom management strategies appropriately to foster engagement in learning, self- motivation, and positive social interaction.**
- **Discussion of diverse characteristics of the class and individual needs of students with the cooperating teacher/associate teacher and other support staff.**
- **Opportunities are given to empower learners to be responsible for their own learning, yet at the same time opportunities are given to collaborate and cooperate with their peers in the classroom.**
- **Identified and selected specific technology resources available at the school site and district level to support a coherent learning experience**
- **Candidates’ K-6 students initiate oral and written discourse and demonstrate proficiency in classroom collaboration and supportive interaction.**
- **PLE/LP built around a central question(s); students are not told answers, but are led through experiences.**

#### 3.3 Development of critical thinking, problem solving, performance skills
Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.
- **How did you demonstrate your knowledge and understanding of diverse characteristics of the class and individual needs of students with 504 plans or from I PRC decisions?**

**Comments:**

- **Candidates use assessment to improve subject learning.**
- **Candidates integrate assessment and instruction as integral parts of designing and aligning instruction and learning goals. Candidates administer assessment (formal and informal) to inform and to make decisions about objectives and materials.**
- **Candidates use assessment data for planning and evaluating teaching strategies.**
- **In assessment as learning Teacher Candidates help students to become independent learners, who are able to set goals and monitor their own progress, determine next steps and refine their own thinking and learning.**

### 3.4 Active engagement in learning
Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to support a coherent learning experience and to create supportive learning environments.
- **How did you demonstrate your knowledge of individual and group motivation and behavior management, among K-6 students, to foster active engagement in learning, self-motivation, and positive social interaction?**
- **How did you use your knowledge of individual and group motivation and behavior management, among K-6 students, to foster active engagement in learning, self-motivation, and positive social interaction?**

**Comments:**

- **Candidates use assessment techniques, including observation, portfolios, self-assessment, peer assessment, and projects, as well as teacher-made and standardized tests.**
- **Candidates use assessment to improve subject learning.**
- **Candidates integrate assessment and instruction as integral parts of designing and aligning instruction and learning goals. Candidates administer assessment (formal and informal) to inform and to make decisions about objectives and materials.**
- **Candidates use assessment data for planning and evaluating teaching strategies.**
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| 5. Professionalism | • How have you applied practices and behaviors that are characteristic of developing career teachers?  
• What are some strengths and challenges in this lesson and the delivery? What support did you receive from others in developing this lesson? How did this help?  
• What are some of the strengths and challenges in this lesson and the delivery?  
• How did you demonstrate an understanding of the importance of establishing and maintaining a positive, collaborative relationship with families?  
• How did you collaborate with colleagues to support K-six students learning and well-being? | ⇒ Candidates adapt to evolving issues and conditions as times and situations change and make wise decisions according to time, place, and the needs of their students. They also identify, assess and use technology-based resources in support of their professional development.  
⇒ Candidates reflect on what research or theory supports the teaching practices you use/planned for this lesson  
⇒ Candidates meet regularly with their associate/cooperating teachers to review lesson plans/PLE’s.  
⇒ Candidates demonstrate scholarly habits of mind and in their teaching.  
⇒ Candidates establish and maintain positive, collaborative relationships with families by knowing and implementing multiple strategies to involve families which encompass a variety of family beliefs, traditions, values, and practices.  
⇒ Candidates participate in collegial activities to sustain a productive learning environment, they develop collaborative relationships with specialists to support students learning and well-being and respect contribution and uniqueness of all members of the school community. |
| 5.1 Practices and behaviors of developing career teachers | |  |
| Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. | |  |
| 5.2 Reflection and evaluation | |  |
| Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. | |  |
| 5.3 Collaboration with families | |  |
| Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children. | |  |
| 5.4 Collaboration with colleagues and the community | |  |
| Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being. | |  |
| Diversity: The candidate reflects on his/her personal background and life experiences in order to develop culturally responsive curricula and instructional practices. | |  |

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 7/11