Student Teaching Observation Form for Early Childhood Education
Birth - 2

☐ 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 ________________

Commendable Features ____________________________________________
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Suggestions: _________________________________________________________
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<tr>
<th><strong>NAEYC STANDARDS</strong></th>
<th><strong>KEY QUESTIONS FOR GROWTH</strong></th>
<th><strong>EVIDENCE</strong></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. |
| **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. |
| **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. |
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<td>4. Using Developmentally Effective Approaches to Connect With Children and Families</td>
<td>• How did you demonstrate your understanding of positive relationships and supportive interactions as the foundations of the work with young children? • How did you demonstrate your understanding of effective strategies and tools for early education including appropriate use of technologies? • In what ways did you use a broad repertoire of developmental appropriate child learning approaches? • As you reflect on your practicum how have you promoted positive outcomes for each of your students? <strong>Comments:</strong></td>
<td>⇒ Understanding positive relationships and supportive interactions as the foundation of their work with young children. ⇒ Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology. ⇒ Using a broad repertoire of developmentally appropriate teaching/learning approaches. ⇒ Reflecting on own practice to promote positive outcomes for each child.</td>
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<td>5. Using Content Knowledge to Build Meaningful Curriculum</td>
<td>• How have you worked with your cooperating teacher in planning and did you discuss any anticipated difficulties? • How will the students connect the PLE/LP to their existing prior knowledge and past experiences? • How did you create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation? • How did you become knowledgeable about the content you taught in this lesson? • How did you make your knowledge of the content meaningful to students? • What instructional strategies did you use to engage learners? Why? • In what ways did your students work with higher level thinking skills? • What instructional role(s) did you integrate into the PLE/LP? • How did you align subject matter with standards? • Does your PLE/ LP meet your stated objective(s) in a meaningful context? <strong>Comments:</strong></td>
<td>⇒ PLE/LP references NYS Standards (performance indicators and key ideas)/Ontario Curriculum Expectations, district objectives, and the affective domains. ⇒ Uses exploratory strategies to set stage for learning. ⇒ Implements learner-centered experiences that are based on current best practices that engage, motivate, and encourage self-directed student learning. ⇒ Use of multiple strategies to foster critical thinking and problem solving. ⇒ Use of multiple instructional roles (facilitator, coach, instructor, audience). ⇒ Develop learning centers as part of a lesson or the environment. ⇒ Cooperative activities: PLE/LP indicates how students work together in cooperative ways. ⇒ Uses technology as an instructional and/or resource tool. ⇒ Establishes and maintains classroom expectations. ⇒ Organizes and manages time, space and activities conducive to learning. ⇒ Anticipates behaviors based on knowledge of child development and develops plans for skill attainment (e.g., classroom rituals and routines). ⇒ Redirects off-task behavior in a positive manner. ⇒ Provides opportunities for students to achieve self-management. ⇒ Uses enthusiasm to motivate students and energize teaching. ⇒ Floor plan organization: graphic representation of how classroom is set to provide for the various domains of development and to promote diversity.</td>
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### NAEYC STANDARDS

**6. Becoming a Professional**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

### KEY QUESTIONS FOR GROWTH

- 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?

### EVIDENCE

- 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.

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**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