***Formative Observation of Student Teaching***

***PROFILE OF STUDENT TEACHING PERFORMANCE***

Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time/Class/Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topics/Strategies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Check the box to the left if the standard is observed.  | **Observer:**  |
|  | **A. Professional Knowledge |** The student teacher… | **Observation Focus:**  |
|  | A1. Demonstrates an understanding of appropriate content standards (sol/professional standards). |
|  | A2. Demonstrates essential knowledge and skills of subject area.  |
|  | A3. Demonstrates the link between the content and students’ past and future learning experiences as well as related subject areas. |
|  | A4. Culturally Responsive Practice: Demonstrates an understanding that discipline content is evolving, appreciates multiple perspectives and recognizes the potential for bias.  |
|  | **B. Assessment of and for Student Learning |** The student teacher … | **Observation Data/Notes:**  |
|  | B1.  Sets acceptable, measurable, and appropriate learning  outcomes and achievement goals for student learning. |
|  | B2. Plans formal and informal assessment of learning outcomes. |
|  | B3. Checks for understanding to enhance student learning. |
|  | B4. Systemically gathers, analyzes, and uses multiple data sources by student groups and individuals to understand student learning. |
|  | B5. Culturally Responsive Practice: Adapts assessment to accommodate a variety of student needs and experiences (with attention to English Language Learners, students with exceptionalities, cultural awareness).  |
|  | **C. Instructional Planning |** The student teacher… |
|  | C1. Is familiar with and uses relevant aspects of students’  background, knowledge, experience, and skills. |
|  | C2. Culturally Responsive Practice: Selects classroom resources that reflect cultural inclusivity and plans for differentiated instruction to address the unique characteristics of individual students (e.g., TAG/GT, ELL, special needs, gender, race, ethnicity). |
|  | C3. Plans appropriate instructional strategies to meet the learning  outcomes. |
|  | C4. Integrates instructional technology in planning. |
|  | C5. Integrates essential content in planning. |
|  | C6. Plans time realistically for pacing and transitions for content  mastery. |
|  | **D. Learning Environment |** The student teacher … |
|  | D1. Establishes a safe physical and psychological environment for all students. |
|  | D2. Establishes a climate of trust and teamwork. |
|  | D3. Maintains consistent standards for positive classroom behavior. |
|  | D4. Culturally Responsive Practice: Demonstrates respect for and  responsiveness to the cultural backgrounds and differing  perspectives of learners. |
|  | **E. Instructional Delivery |** The student teacher … |
|  | E1. Presents procedures and outcomes clearly to students and  checks for student understanding. |
|  | E2. Presents content accurately and effectively. |
|  | E3. Engages and maintains students in active learning. |
|  | E4. Engages learners in a range of learning experiences using  technology. |
|  | E5. Facilitates students’ use of higher-level thinking skills in  instruction. |
|  | E6. Differentiates instruction and provides appropriate  accommodations to meet the needs of diverse learners. |
|  | E7. Uses instructional and transition time for content mastery.  |
|  | E8. Culturally Responsive Practice: Teaches and models the skills to communicate and engage with diverse groups (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status).  |
|  | **F. Reflection For Student Academic Progress |** The student teacher … |
|  | F1. Takes responsibility for student learning by using ongoing  analysis and reflection. |
|  | F2. Culturally Responsive Practice: Provides specific evidence to document student learning. |
|  | F3. Seeks and uses information from professional sources (e.g.  cooperating teacher, colleagues, and/or research) to improve  instruction. |
|  | **G. Professionalism |** The student teacher … |
|  | G1. Demonstrates the expectations of the profession including  codes of ethics, professional standards of practice and relevant  law and policy. |
|  | G2. Takes initiative to grow and develop through interactions that  enhance practice and support student learning. |
|  | G3. Communicates effectively through oral and written language with all stakeholders. |
|  | G4. Culturally Responsive Practice: Uses inclusive communication strategies (e.g. gender, race, ethnicity, ELL, and ability). |
|  | G5. Builds relationships and collaborates with families, communities,  colleagues, and other professionals to promote learner growth  and development. |
|  | G6. Culturally Responsive Practice: Accesses resources to deepen an understanding of cultural, racial, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.  |
| **Areas of Strength:** |
| Areas for Growth/Goals:  |

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Student Teacher Date University Supervisor or Cooperating Teacher Date