

Appendix H – Student Teaching Observation Tool

STUDENT TEACHING OBSERVATION FORM				
Pre- Professional: Observer Signature: School: Group Size: Time Frame:	Observation Date: Course: <u>Student Teaching</u> Cooperating Teacher: Grade Level: Lesson Plan Topic:			
FEAPs	Applying	Developing	Beginning	Not Using
Instructional Design and Lesson Planning				
1.A. Aligns instruction with state-adopted standards at the appropriate level of				
1.B. Sequences lessons and concepts to ensure coherence and required prior knowledge				
1.C. Designs instruction for students to achieve mastery				
1.D. Selects appropriate formative assessments to monitor learning				
1.E. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons				
1.F. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies				
Feedback Specific to Instructional Design and Lesson Planning:				
The Learning Environment				
2.A. Organizes, allocates, and manages the resources of time, space, and attention				
2.B. Manages individual and class behaviors through a well-planned management system				
2.C. Conveys high expectations to all students				
2.D. Respects students' cultural linguistic and family background				

2.E. Models clear, acceptable oral and written communication skills				
2.F. Maintains a climate of openness, inquiry, fairness and support				
2.G. Integrates current information and communication technologies				
2.H. Adapts the learning environment to accommodate the differing needs and diversity of				
2.I. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals				
Feedback Specific to the Learning Environment:				
Instructional Delivery and Facilitation				
3.A. Deliver engaging and challenging lessons				
3.B. Deepen and enrich students' understanding through content area literacy strategies, verbalizations of thought, and application of the subject matter				
3.E. Relate and integrate the subject matter with other disciplines and life experiences				
3.F. Employ higher-order questioning techniques				
3.G. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teacher for student understanding				
3.I. Support, encourage, and provide immediate and specific feedback to students to prompted student achievement				
Feedback Specific to the Learning Environment:				

Assessment				
4.B. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery				
4.C. Uses a variety of assessment tools to monitor student progress, achievement and learning gains				
4.D. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge				
4.F. Applies technology to organize and integrate assessment information				
Feedback Specific to Assessment:				
Continuous Professional Improvement				
5.B. Examines and uses data-informed research to improve instruction and student achievement				
Professional Responsibility and Ethical Conduct				
6.D. Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.				
Professionalism				
Dresses in appropriate attire for the P-12 classroom and/or setting.				

Arrives on time and is fully prepared to begin lesson.				
Communicates with Cooperating Teacher, school faculty, and administration in an appropriate manner and respectful tone.				
Feedback Specific to Professionalism-Related Domains:				

Summative Feedback on Lesson Plan and Observation: