

FORMATIVE STUDENT TEACHER OBSERVATION FORM

Student Teacher _____ Observer _____

School _____ District _____

Grade _____ Subject _____ No. of Students _____

Date of Obs. _____ / _____ / _____ Time
from -- to

University of Delaware Scoring Scale

- 1 Clearly has NOT mastered the basic requirements of this criterion
- 2 Has mastered the rudiments of the criterion
- 3 Has mastered the skills of this criterion and has become highly effective

<u>Domain A As a Scholar, Problem Solver, and Partner, Organizes Content Knowledge for Student Learning Based on State Standards</u>	<u>COMMENTS</u>
<p>___ A1: Becomes familiar with relevant aspects of students' background knowledge and experiences ·researches student characteristics ·understands how students develop and learn</p> <p>___A2: Writes clear learning objectives that are appropriate for the students ·accommodates individual differences ·addresses state standards</p> <p>___A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future ·demonstrates knowledge of subject matter and current research ·demonstrates the ability to integrate content across the curriculum</p> <p>___A4: Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the objectives ·plans for the diversity of learners ·includes problem solving and/or collaborative strategies</p> <p>___A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the objectives ·evaluates student learning systematically using specific criteria ·uses results to plan future instruction</p>	

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Domain B As a Scholar, Problem Solver, and Partner, Creates an Environment for Student Learning That Serves Diverse Classroom Communities

COMMENTS

- __ B1: Creates a climate that promotes fairness
 - conveys attitude that all students are of equal importance

- __ B2: Establishes and maintains rapport with students in ways that are appropriate to the students' developmental needs
 - responds in a sensitive manner
 - develops effective interactions considering the unique characteristics of each student

- __ B3: Communicates challenging learning expectations to each student
 - demonstrates that learning is individual, active, and social

- __ B4: Establishes and maintains consistent standards of mutually respectful classroom interaction and behavior
 - constructs practical, effective approaches to manage student behavior based upon prior research of discipline models
 - teaches and reinforces expectations
 - manages transitions

- __ B5: Makes the physical environment as safe and conducive to learning as possible
 - considers students' safety and diverse physical needs
 - addresses multiculturalism in displays and resources

Domain C As a Scholar, Problem Solver, and Partner, Teaches to Accommodate Diverse Student Learning

- __ C1: Makes learning objectives and instructional procedures clear to students
 - provides procedural information according to students' diverse needs, abilities, and learning styles

- __ C2: Makes content comprehensible to students
 - integrates complex information into a logical sequence
 - uses technology, social interaction, and varied instructional strategies

- __ C3: Encourages students to extend their thinking
 - provides problem solving opportunities and encourages critical thinking and experimentation
 - challenges students using a variety of questioning techniques

- __ C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation demands
 - responds appropriately to individual differences
 - evaluates effectiveness of instruction
 - maintains accurate records

- __ C5: Uses instructional time effectively
 - organizes instruction
 - paces the lesson according to the content, learner, and situation
 - establishes efficient classroom routines

main D As a Scholar, Problem Solver, and Partner, Demonstrates Reflective Practice and Teacher Professionalism

COMMENTS

- D1: Reflects upon lesson effectiveness
- identifies whether or not learning goals were met and provides supporting evidence
 - identifies specific strengths and weaknesses in all domains
 - states ways to improve future instruction
- D2: Demonstrates a sense of efficacy
- recognizes diversity as a source of enrichment
 - accepts full responsibility for the learning of all students
 - identifies specific ways to help all students meet learning goals
- D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
- collaborates with colleagues to enhance students' learning or address specific problems
 - coordinates plans, schedules, and resources with colleagues
 - develops effective relationships within the classroom, school, and community
 - directs volunteers and paraprofessionals
- D4: Communicates with parents/guardians regarding student learning
- employs various forms of communication

Personal Attributes Scoring Scale

	1	3	5
	low	average	high

Personal Attributes

- P1: Organization
- P2: Initiative
- P3: Writes coherently with correct grammar and spelling
- P4: Articulates clearly using correct grammar
- P5: Manages time and work effectively
- P6: Demonstrates responsibility