

Texas State University-San Marcos  
Observation form

Student Teacher Ashley Richardson Date of Observation 10/25/10  
 Observer Mrs. Marell Observer's Signature Marell

Key: AC=Advanced Competence - ST displays a strong understanding of the many facets of teaching and manages most ST tasks with little guidance  
 C=Competence - ST demonstrates proficiency on this item. In other words, the ST displays a general knowledge of many facets of teaching and is still developing strategies for effective teaching  
 BC=Beginning Competence - ST demonstrates lack of understanding of many facets of teaching; however, there is evidence of improved understanding  
 NI=Needs Significant Improvement - ST makes significant errors in teaching, decision making, and other aspects of the ST experience  
 NA=Not Applicable

**Cluster 1: Planning for Learner-Centered Instruction**

**The Student Teacher:**

Indicator	AC	C	BC	NI	NA	Comments
1.1 Demonstrates knowledge of prerequisite learning required and knowledge of concepts being taught	✓					- great lead (reviewed prior TEKS w/ game format to activate prior knowledge) - provided each @ w a KIWI so that they could touch, smell, feel, etc.....
1.2 Demonstrates knowledge of students including developmental characteristics, varied approaches to learning, skills, knowledge, interests and culture.	✓					
1.3 Uses a variety of materials, resources, and technology in designing lessons to promote optimum student learning.	✓					
1.4 Utilizes a variety of appropriate assessments aligned with content being taught to determine the level of understanding of each student.	✓					
1.5 Demonstrates the use of different teaching strategies to re-teach students who were not successful.	✓					

**Cluster 2: Classroom Environment: Promoting Equity, Excellence, and Learning**

**The Student Teacher:**

Indicator	AC	C	BC	NI	NA	Comments
2.1 Creates an environment of rapport and respect for all students of all cultures.	✓					- students were all engage in the lesson  - Ms. Richardson had all materials ready (poster was already made, KIWI was pre cut) - sets clear behavior + academic expectations - she had private conversation w/ student and gave @ chance to self-correct behavior
2.2 Engages all students in educational pursuits, communicating high expectations, and providing a safe environment for student participation and/or risk taking.	✓					
2.3 Manages classroom procedures by implementing routines for classroom groups, material distribution, performance of non-instructional tasks, and transitions. Time management is apparent.	✓					
2.4 Manages student behavior by setting high expectations, establishing effective classroom management strategies, providing ongoing monitoring of the students, maintaining composure at all times, and focusing on behavior rather than character when correcting a student	✓					
2.5 Organizes physical space in a manner that supports learning, is safe, provides access for students with special needs, and makes the best use of space depending on the context and situation of a lesson	✓					

**Cluster 3: Instruction and Communication**

**The Student Teacher:**

Indicator	AC	C	BC	NI	NA	Comments
3.1 Communicates clearly and	✓					

