Texas State University-San Marcos Observation form

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Student Teacher AShley	KIC	ha	relsa	YU	Date of	Observation 16 25/10
Observer MS PR		h.				ver's Signature Man was ON orll.
Key: AC=Advanced Competer	nce - ST	displays	a strong	understa	nding of th	ne many facets of leaching and manages most ST tasks with little guidance
					. In other	words, the ST displays a general knowledge of many facets of teaching and is still
developing st					retanding	of many facets of teaching; however, there is evidence of improved understanding
						eaching, decision making, and other aspects of the ST experience
NA=Not Applicable	•		_	•		
Cluster 1: Planning for Learner-	Centered	Instruc	tion			
The Student Teacher:	10	C	DC	NIT I	NIA	Comments
Indicator  1.1 Demonstrates knowledge of	AC	С	BC	NI	NA	Comments
prerequisite learning required and	1					
knowledge of concepts being	V		1			a I had barbaron
taught	-					- great lead (reviewed
1.2 Demonstrates knowledge of						/
students including developmental characteristics, varied approaches	. /					prior TEKS w/ game format
to learning, skills, knowledge,	V					
interests and culture.					191521/511	11 patiento a len 1/20hel
1.3 Uses a variety of materials,	/					to activate prior knowledge)
resources, and technology in designing lessons to promote	V					
optimum student learning.						movided each (3) Wa
1.4 Utilizes a variety of						
appropriate assessments aligned	. /				2	KINISO that They coul
with content being taught to	V					KIN SO THAT FIRE
determine the level of understanding of each student.						touch, smell, feel, etc
1.5 Demonstrates the use of	1					touch, and, sell so or in
different teaching strategies to re-	V					
teach students who were not	•					
successful.					17	•
Cluster 2: Classroom Environme The Student Teacher:	nt: Prom	oting E	quity, Ex	cellence	, and Lea	rning
Indicator	AC ,	С	BC	NI	NA	Comments
2.1 Creates an environment of						. 0
rapport and respect for all	V					1 1 t were all
students of all cultures.		,				- students were all engage in the lesson
2.2 Engages all students in educational pursuits,	,					I am I ha la sam
communicating high expectations,	1/					engage in the cost
and providing a safe environment						
for student participation and/or						
risk taking.						1
2.3 Manages classroom procedures by implementing	1					-Ms. Richardson had all
routines for classroom groups,	/		1			-113. Li charactor, signal all
material distribution, performance	V					made half broady poster was &
of non-instructional tasks, and			-		8	material to the state of the
transitions. Time management is apparent.			1		76 72	releady made, from policy
2.4 Manages student behavior by			-			a de la de de la
setting high expectations,	/				2	- Deas cleur
establishing effective classroom	. /					1 and mic DX Dectation
management strategies, providing	V					+ acoustin Cag
ongoing monitoring of the students, maintaining composure						1 A 1 D X t
at all times, and focusing on						- I ha wall
behavior rather than character						I she some grant and a to and
when correcting a student						- Jun Distracting and
2.5 Organizes physical space in a						contract of the college
manner that supports learning, is safe, provides access for students						CIMANI TO SUT COM
with special needs, and makes the						Lycux (2) Charles
best use of space depending on						( Vicala a Day
the context and situation of a						oper wo
lesson						
Cluster 3: Instruction and Comm The Student Teacher:	iunicatio	11				
Indicator	AC	C	BC	NI	NA	Comments
3.1 Communicates clearly and	/					

					<b>P</b>
accurately using correct oral and					
written language 3.2 Communicates in a manner that			+	-	
supports intellectually challenging	/				and the land of the
classroom exchanges					1 -1x (lat ) we way 1) we
	V		-	+	
3.3 Demonstrates skill in leading					1 chalant planked only
discussions and using questioning techniques that lead students to	. /				
think critically and to reflect on	1/				1 P / C ) A VANATUS
	V				L Musika 13/ Lucus dans 1
prior knowledge as it relates to new					Change 10 % ( ) Change 10 % (
information					
3.4 Engages students in learning	. /				I XUUXX L.
through the presentation of material					
in relevant ways that result in active	V				
participation of learners				-	
3.5 Sequences lessons and paces	1				
instruction utilizing a variety of	1/				
strategies and materials					1 (6)
3.6 Assesses student learning and					1 ch & 1000 (0/0)
provides feedback in a timely	,				I SIL I'ME I'ME I'ME
manner. This is demonstrated as the					
ST re-teaches using different	\/				Lun in a distalling of the comment
strategies, modifies lesson plans	V				I Milliant of the state of the
during instruction, and monitors		-			LYDE AND THE STATE OF THE STATE
group work					I UNIT WITH COME CONTROL
3.7 Initiates / maintains	/				LIVE CONTRACTOR
communication with cooperating	/				IIIh : MICCOCOLO S MOVID
teacher; accepts / incorporates	./				WINDIN SULCEONS
suggestions from cooperating	V				7 1 2 11
teacher.					II has adjoin to telech &
3.8 Initiates / maintains					1 / MYULLOW CC ,
communication with university	1				
supervisor; accepts / incorporates	,/	1			reder.
suggestions from university					I TULLULI .
supervisor.	V				
Cluster 4: Professionalism			-1		<u> </u>
The Student Teacher:					
Indicator	AC	C BC	NI	NA	Comments
4.1 Systematically examines the					
inner of a Carlamaina and instructi		- 1	1	1	() 1 1 2 2 2 2 2 2
impact of planning and instruction				1	
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					- Mo. Kichardion planted
on student learning through ongoing					- Mo. Kichardion planted
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