

Texas State University-San Marcos
Observation form

Student Teacher Ashley Richardson Date of Observation 10/20/10

Observer Kathleen Neville Observer's Signature Kathleen Neville

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 | ✓ | | | | | <i>objective introduced & importance stressed reviewed prior learning</i> |
| 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. | ✓ | | | | | <i>stated behavior expectations - rewarded monitored close attention to time management planned modifications</i> |
| 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 | | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| accurately using correct oral and written language | ✓ | | | | | Communicates with animation + expression Reviewed for critical thinking |
| 3.2 Communicates in a manner that supports intellectually challenging classroom exchanges | ✓ | | | | | |
| 3.3 Demonstrates skill in leading discussions and using questioning techniques that lead students to think critically and to reflect on prior knowledge as it relates to new information | ✓ | | | | | |
| 3.4 Engages students in learning through the presentation of material in relevant ways that result in active participation of learners | ✓ | | | | | |
| 3.5 Sequences lessons and paces instruction utilizing a variety of strategies and materials | | | | | | |
| 3.6 Assesses student learning and provides feedback in a timely manner. This is demonstrated as the ST re-teaches using different strategies, modifies lesson plans during instruction, and monitors group work | ✓ | | | | | |
| 3.7 Initiates / maintains communication with cooperating teacher; accepts / incorporates suggestions from cooperating teacher. | ✓ | | | | | |
| 3.8 Initiates / maintains communication with university supervisor; accepts / incorporates suggestions from university supervisor. | ✓ | | | | | |

**Cluster 4: Professionalism
The Student Teacher:**

| Indicator | AC | C | BC | NI | NA | Comments |
|---|----|---|----|----|----|----------|
| 4.1 Systematically examines the impact of planning and instruction on student learning through ongoing reflection and utilizes reflection to identify additional ways to improve learning. | ✓ | | | | | |
| 4.2 Maintains accurate records regarding material taught, student progress, and areas of need and communicates these to the cooperating teacher regularly. | | ✓ | | | | |
| 4.3 Contributes to the school by establishing relationships with the cooperating teacher, grade level team, and other members of the school community. If appropriate, the ST volunteers or assists with school activities. | ✓ | | | | | |
| 4.4 Provides for the needs of English language learners, students with identified disabilities, students at risk, and students identified as gifted/talented. | ✓ | | | | | |
| 4.5 Participates in faculty/team meetings and attends ARDs and parent conferences when appropriate. | ✓ | | | | | |
| 4.6 Consistently submits lesson plans to cooperating teacher and university supervisor by due date. | ✓ | | | | | |
| 4.7 Follows university and public school policies and adheres to the Texas Code of Ethics for teachers. | ✓ | | | | | |
| 4.8 Is present and prompt for all required student teacher meetings. | ✓ | | | | | |
| 4.9 Completes all University Supervisor's requirements. | ✓ | | | | | |