

Student Teaching Observation

Department of Dual Language and English Learner Education-Aligned to TPE's



Student Teacher: Date:								Time/Period:			Visit #:		1	Next Observation/Cons		nsultation Date:	Time/Period:				
Guide Teacher:									University Supervisor					or:							
School: Grade/Le							Grade/Lev	vel: Subject/Class:								Class Size:		Lesson Focus/Topic:	Language:		
TEACHIN	IG TO	D:		Individual		Small Grou	р	Whole Cl	lass		ELL		IEP(s)		N	Multicultural		Other:	,		
DIRECTIONS: Indicate the rating in the appropriate box. Mark the <u>overall</u> rating in the reflection section. Write comments/ notes on reverse side of form.																	RATING KEY  NO (not observed)  SA (needs special attention)  DC (Developing Competence)				
Engaging & Supporting All Students in Learning (CSTP Standard 1, TPE 1,3,4,7)						ning	Planning Instruction and Designing Learning experiences for all students (CSTP Standard 3 & 4 , TPE 3&4)						earnin	g e	experi-	Creating and Maintaining Effective Environ- ments for Learning (CSTP Standard 2, TPE1, 2,3, 4)					
	Prepares appropriate lesson plan in advance [3-3] 3.4, 3.1								Delivers comprehensible, meaningful subject content 4.4							4		Promotes positive social environment [2-1] 6.2			
	Bases plan on Common Core SS & ELD standards [3-1]								Focuses and engages students 3.4								Monitors and promotes physical, mentally, intellectually, and emotionally healthy and safe environment and address intolerance and harassment [2-3]				
	Embeds culturally relevant curriculum [1-1, 2-2] 4.1								Builds on prior knowledge/abilities/cultures/interests 3.2, 4.1, 4.2								Welcomes students, knows nam	Welcomes students, knows names [2-2]			
	Relates to cultural & linguistic context [1-6] 4.1								Ensures active and equitable participation by all students 3.6								Develops positive rapport with students [4-4, 4-5] 6.2				
	Allocates time for activities and transitions 1-5, 1-6] 4.4								Uses various effective questioning strategies and response time 4.7							se time 4.7		Facilitates respect for students/teacher/cultures [2-2] 6.2			
	Includes questions to check students' understanding [1-5] 4.7								Incorporates critical thinking/problem solving 3.4, 4.7									Establishes effective routines and procedures [2-6] 4.4			
	Differentiates plan per students' needs [3-5] 4.5							Facilitates students working in pairs/groups 4.7										Effective seating arrangement support learning [2-2]			
	Organizes materials and equipment effectively 1-4] 4.4								Adjusts pacing as needed 4.7									Displays academic agenda and expectations [2-5]			
	Understand and apply knowledge of child development to help inform instructional plan [4-2]								Uses appropriate academic language 3.5									Implements positive behavior management plan [2-6]			
	Incorporate the visual and performing arts [1-7]							Incorporates effective ELD/ SDAIE strategies 4.4									Communicates clear behavioral expectations, posts rules [4-4]				
									Accommodates individual learning needs w/ differentiated approache such as Universal Design of Learning ( UDL) 4.5, 4.4							d approaches		Models appropriate non-verbal communication [4-7]			
																		Has effective eye contact, proximity, body language[4-7]			
																		Maintains orderly and efficient tra	ansitions [2-6] 4.4		

	sing Student Learning tandard 5, TPE 5)			Language Development (Listening, Speaking, Reading, Writing) (CSTP Standard 4 , TPE 1 & 3 & 4)							Displays relevant visuals and student work [2-2]		
	Connects assessment to standard	ctive/s 4.3		Incorporates an	d targets ho	me languages and cultur	Uses media	Uses media, technology and other resources [3-6] 3.7, 3.8 4.8					
	Checks for understanding during i	nstruction	4.4		Models appropr	iate acaden	nic language in L1 & L2 [3	Communica	Communicates with parents and use of technology [1-2]				
	Guides students to assess their or	wn learning	5.3		Integrates biliteracy strategies with content [4-1]						Maintains high expectations for learning [2-5]		
	Uses informal and formal assessin form/modify instruction. 3.2	nents as app	propriate to in-		Bridges linguisti	& academic prior knowled							
	Implements authentic assessment L2 proficiencies 4.4, 5.1	ts considerin	g students L1 &		Uses ELD/SDA etc.) [1-6] 4.4		s (vocabulary, visuals, gra						
	Uses assessment to inform/modify	/ instruction	5.2										
	ECTION-Overall Rating tandard 6, TPE 6)		SA Special Att	tention		DC Deve	eloping Competence		AP Appetence	pproaching Com-		AC Achieving Competence	
Strengths tices supp	s/Best Accomplishments. What w lort these accomplishments?	ill you keep	doing? What edu	ucation the	eories/theorists/be	est prac-	Things to Think Abouthe change/s?	t- What will you	chang	e? What education	theories/theo	prists/best practices might facilitate	
Future (	STP/TPE Growth Focus:												
СОММ	ENTS (Planning, Ins	tructio	n, Learnin	g Env	ironment,	Assess	sment, Langua	ge Develo	pme	ent)			