

# Student Teaching Observation

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

Student Teacher:				Date:		Time/Period:		Visit #:		Next Observation/Consultation Date:				Time/Period:	
Guide Teacher:								University Supervisor:							
School:				Grade/Level:		Subject/Class:				Class Size:		Lesson Focus/Topic:		Language:	
<b>TEACHING TO:</b>		<input type="checkbox"/>	Individual	<input type="checkbox"/>	Small Group	<input type="checkbox"/>	Whole Class	<input type="checkbox"/>	ELL	<input type="checkbox"/>	IEP(s)	<input type="checkbox"/>	Multicultural	<input type="checkbox"/>	Other:
<b>DIRECTIONS:</b> 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.												<b>RATING KEY</b> NO (not observed)                      AP (approaching competence) SA (needs special attention)        AC (achieving competence) DC (Developing Competence)			
<b>Engaging &amp; Supporting All Students in Learning</b> (CSTP Standard 1, TPE 1,3,4,7)						<b>Planning Instruction and Designing Learning experiences for all students</b> (CSTP Standard 3 & 4 , TPE 3&4)						<b>Creating and Maintaining Effective Environments for Learning</b> (CSTP Standard 2 , TPE1, 2,3, 4)			
		Prepares appropriate lesson plan in advance [3-3] <b>3.4, 3.1</b>						Delivers comprehensible, meaningful subject content <b>4.4</b>						Promotes positive social environment [2-1] <b>6.2</b>	
		Bases plan on Common Core SS & ELD standards [3-1]						Focuses and engages students <b>3.4</b>						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] <b>4.1</b>						Builds on prior knowledge/abilities/cultures/interests <b>3.2, 4.1, 4.2</b>						Welcomes students, knows names [2-2]	
		Relates to cultural & linguistic context [1-6] <b>4.1</b>						Ensures active and equitable participation by all students <b>3.6</b>						Develops positive rapport with students [4-4, 4-5] <b>6.2</b>	
		Allocates time for activities and transitions 1-5, 1-6] <b>4.4</b>						Uses various effective questioning strategies and response time <b>4.7</b>						Facilitates respect for students/teacher/cultures [2-2] <b>6.2</b>	
		Includes questions to check students' understanding [1-5] <b>4.7</b>						Incorporates critical thinking/problem solving <b>3.4, 4.7</b>						Establishes effective routines and procedures [2-6] <b>4.4</b>	
		Differentiates plan per students' needs [3-5] <b>4.5</b>						Facilitates students working in pairs/groups <b>4.7</b>						Effective seating arrangement support learning [2-2]	
		Organizes materials and equipment effectively 1-4] <b>4.4</b>						Adjusts pacing as needed <b>4.7</b>						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 <b>3.5</b>						Implements positive behavior management plan [2-6]	
		Incorporate the visual and performing arts [1-7]						Incorporates effective ELD/ SDAIE strategies <b>4.4</b>						Communicates clear behavioral expectations, posts rules [4-4]	
								Accommodates individual learning needs w/ differentiated approaches such as Universal Design of Learning ( UDL) <b>4.5, 4.4</b>						Models appropriate non-verbal communication [4-7]	
														Has effective eye contact, proximity, body language[4-7]	
														Maintains orderly and efficient transitions [2-6] <b>4.4</b>	

