

ST - EC US & CT Observation Feedback Form - Spring, 2012

1. General Information

Observation Number

Student Teacher Name

School:

Grade:

Class Size:

Period:

Subject:

Lesson Plan's Topic Focus

Completed by:

Cooperating Teachers - Please select your name:

University Supervisors - Please select your name

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UNDERSTANDING OF SUBJECT AND ITS PURPOSE

	M	PM	NM	N/A
Demonstrated thorough content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated insights into central concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflected Ohio Content Area Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected goals explicitly to real world context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

ORGANIZING CONTENT KNOWLEDGE FOR STUDENT LEARNING

	M	PM	NM	N/A
Integrated knowledge across disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected current content with students prior knowledge/skills/interests and future content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planned for individual achievement through addressing specific learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planned and used assessment strategies responsive to lesson/unit goals and relevant student differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulated connections between day's lesson and authentic assessment of the unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Planned for individual achievement through addressing specific learning needs

- English
 Exceptionalities
 Interests
 Learning
 Social/Cultural
 Gender
 Race/Ethnicity
- Language Styles Proficiency

Planned and used assessment strategies responsive to lesson/unit goals and relevant student differences

- Informal
 Formal
 Both
 Not Applicable

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CREATING AN ENVIRONMENT FOR STUDENT LEARNING

	M	PM	NM	N/A
Created a classroom community that promotes fairness and respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established and maintained rapport with all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicated challenging learning expectations to each student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made physical environment safe and conducive to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established and maintained consistent standards of behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

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TEACHING FOR STUDENT LEARNING

	M	PM	NM	N/A
Made learning goals and instructional procedures clear to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed students of their specific roles during different parts of the lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged students actively with content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved students in real-life, meaningful tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged students to extend their thinking in independent, creative, critical ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presented content using a variety of developmentally appropriate instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitored students' understanding of content through a variety of means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided informative feedback to assist student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made responsive adjustments based on student performance/feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used instructional time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designed engaging opening to the class and/or lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained concepts using clear, illustrative examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made smooth transitions between parts of the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained appropriate pacing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked diverse, significant, higher order, engaging questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used effective wait time after teaching and student contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elicited participation of non-volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ST - EC US & CT Observation Feedback Form - Spring, 2012

Facilitated student to student interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Probed students for clarification and deeper understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated enthusiasm for the content of the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated enthusiasm for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Created an effective closure to the lesson/class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Presented content using a variety of developmentally appropriate instructional strategies

<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Inquiry Teaching	<input type="checkbox"/> Team Teaching	<input type="checkbox"/> Peer Teaching	<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Project Learning	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Class Discussion	<input type="checkbox"/> Technology
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PROFESSIONAL REFLECTION ON TEACHING PERFORMANCE

	M	PM	NM	N/A
Accurately described student involvement during lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflected insightfully on strengths and weaknesses of one's own teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulated pros and cons of alternative methods, activities and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responded to constructive criticism in an open minded manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated previous constructive criticism into current teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified strategies to improve planning/instruction/assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated a sense of efficacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

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COMMENDABLE POINTS:

POINTS TO CONSIDER:

OBSERVER:

Name and Date:

Date of Next Observation: