

Observation Feedback Form: Prestudent Teaching and Student Teaching

1. General Information

*** Please enter the candidate's name (Last, First)**

*** Please enter your name (Last, First)**

*** Please select your role:**

- University Supervisor/Site Supervisor
- Cooperating Teacher/Mentor Teacher
- Student
- Other (specify below)

Other role:

Semester

- Fall
- Spring

Year

- 2014
- 2015
- 2016

Observation Number

Grade:

Class Size:

Period (if applicable)

Subject:

Observation Feedback Form: Prestudent Teaching and Student Teaching

Lesson Plan's Topic Focus

*This candidate is a

- Pre-Student Teacher
- Student Teacher

2.

Please confirm: you are filling out an Observation Feedback Form for [Q1], who is a [Q12].

- This is correct
- This is incorrect; I will return to the previous page to edit my answers.

3. Candidate Professionalism

For the period since the last observation, please rate each behavior according to the frequency it was displayed by the candidate

	Never	Rarely	Sometimes	Often	Always	No opportunity to observe
Acts and dresses according to the standard practices of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains regular and punctual attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows through on tasks and commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is courteous and respectful to all students and all school personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submits lesson plans for every lesson at least two days in advance of the teaching day, on a regular schedule that is explicitly agreed upon between Cooperating Teacher and PST/ST as well as between University Supervisor and PST/ST	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate behavior and professional demeanor in all situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Observation Feedback Form: Prestudent Teaching and Student Teaching

Comments:

4. Observation Feedback Form

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:

Observation Feedback Form: Prestudent Teaching and Student Teaching

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 the day's lesson and 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 (check all that apply)

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

Observation Feedback Form: Prestudent Teaching and Student Teaching

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

Informal Formal Both Not Applicable

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:

Observation Feedback Form: Prestudent Teaching and Student Teaching

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"/>

Observation Feedback Form: Prestudent Teaching and Student Teaching

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 (check all that apply)

- Cooperative Learning
- Inquiry
- Team Teaching
- Peer Teaching
- Direct Instruction
- Project Learning
- Problem Solving
- Class Discussion
- Technology

Observation Feedback Form: Prestudent Teaching and Student Teaching

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:

Observation Feedback Form: Prestudent Teaching and Student Teaching

COMMENDABLE POINTS:

POINTS TO CONSIDER:

Name and Date:

Date of Next Observation: