Observation Feedback Form: Prestudent and Student Teaching

1. General Information

The Observation Feedback Form (OFF) for pre-student and student teaching is sent to mentors (university supervisors, site coordinators, cooperating teachers, and mentor teachers) via SurveyMonkey. The mentors fill out the OFF three times during the pre-student teaching semester and four times during the student teaching semester. The OFF should be completed on a schedule that is provided to the mentors at the beginning of each semester. The survey is self-explanatory and provides the mentors with easy-to-follow instructions.

Rating Definitions:
M = Met; consistently and fully demonstrated item as expected by the end of the program
PM = Partially met; partially or inconsistently demonstrated item
NM = Not met; no evidence of item
NA = Not applicable for this lesson

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

* This candidate is a

- ◯ Pre-Student Teacher
- ◯ Student Teacher

* Please enter your name (Last, First)

* Please select your role:

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

Other role:

Semester

- ◯ Fall
- ◯ Spring

Year

- [ ] 2015
- [ ] 2016
- [ ] 2017

Observation Number

Grade:

Class Size:

Period (if applicable)

Subject:

Did you receive the lesson plan two days in advance of this observation?

- [ ] Yes
- [ ] No

Comment

Did you review the lesson plan with the candidate in advance of this observation?

- [ ] Yes
- [ ] No
- [ ] Not applicable

Lesson Plan's Topic or Focus

2. Confirmation

Please confirm: you are filling out an Observation Feedback Form for [Q1], who is a [Q2].

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

3. Candidate's Professionalism

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

	Always	Often	Sometimes	Rarely	Never	No opportunity to observe
Acts and dresses according to the standard practices of the school	○	○	○	○	○	○
Maintains regular and punctual attendance	○	○	○	○	○	○
Follows through on tasks and commitments	○	○	○	○	○	○
Is courteous and respectful to all students and all school personnel	○	○	○	○	○	○
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	○	○	○	○	○	○
Demonstrates appropriate behavior and professional demeanor in all situations	○	○	○	○	○	○

For this lesson, comment on strengths, concerns, areas for improvement related to candidate professionalism:

4. Teaching Observations

PLANNING AND ORGANIZING CONTENT KNOWLEDGE FOR STUDENT LEARNING

	M = Met	PM = Partially Met	NM = Not Met	N/A
Planned for integrating knowledge across disciplines	◯	◯	◯	◯
Planned for connecting current content with students' prior knowledge/skills/interests and future content	◯	◯	◯	◯
Planned for individual achievement by addressing specific learning needs (differentiating instruction)	◯	◯	◯	◯
Planned assessment strategies aligned with lesson/unit goals and relevant student differences	◯	◯	◯	◯
Used assessment of student performance data in planning	◯	◯	◯	◯
Planned for articulating connections between the day's lesson and the unit	◯	◯	◯	◯
Planned instructional strategies supported by research and/or theory	◯	◯	◯	◯

Planned for individual achievement through addressing specific learning needs (check all that apply)

- [ ] IEP status or other formal individual learning plan
- [ ] English Language Learning (ELL)
- [ ] Struggling reader
- [ ] Underperforming student
- [ ] Students with gaps in their academic knowledge relative to lesson/unit goals
- [ ] Gifted students
- [ ] Student interests
- [ ] Students' personal/cultural/community assets and challenges
- [ ] Learning styles
- [ ] Gender

For this lesson, comment on strengths, concerns, areas for improvement related to planning and organizing content knowledge for student learning:

CREATING AN ENVIRONMENT FOR STUDENT LEARNING

	M = Met	PM = Partially Met	NM = Not Met	N/A
Created a classroom community that promotes fairness and respect	○	○	○	○
Established and maintained rapport with all students	○	○	○	○
Communicated challenging learning expectations to all students	○	○	○	○
Made physical environment safe and conducive to learning	○	○	○	○
Established and maintained consistent standards of appropriate behavior	○	○	○	○

For this lesson, comment on strengths, concerns, areas for improvement related to creating an environment for student learning:

UNDERSTANDING OF SUBJECT AND ITS PURPOSE

	M = Met	PM = Partially Met	NM = Not Met	N/A
Demonstrated thorough content knowledge	○	○	○	○
Demonstrated insights into central concepts	○	○	○	○
Reflected Ohio New Learning Standards	○	○	○	○
Connected learning goals and content explicitly to real world context	○	○	○	○

For this lesson, comment on strengths, concerns, areas for improvement related to understanding of subject and its purpose:

TEACHING FOR STUDENT LEARNING

	M = Met	PM = Partially Met	NM = Not Met	N/A
Demonstrated an engaging opening to the lesson	○	○	○	○
Made instructional procedures and specific student roles clear to students	○	○	○	○
Engaged all students actively with content	○	○	○	○
Involved students in relevant and meaningful tasks	○	○	○	○

	M = Met	PM = Partially Met	NM = Not Met	N/A
Presented content using a variety of developmentally appropriate instructional strategies	○	○	○	○
Explained concepts using clear, illustrative examples	○	○	○	○
Asked diverse, significant, higher order, engaging questions	○	○	○	○
Probed students for clarification and deeper understanding	○	○	○	○
Elicited participation of non-volunteers	○	○	○	○
Used effective wait time after teaching and student contributions	○	○	○	○
Facilitated student to student interaction	○	○	○	○
Made smooth transitions between parts of the lesson	○	○	○	○
Maintained appropriate pacing	○	○	○	○
Used instructional time effectively	○	○	○	○
Demonstrated an effective closure to the lesson/class	○	○	○	○
Demonstrated enthusiasm for learning the content of the lesson	○	○	○	○

Presented content using a variety of developmentally appropriate instructional strategies and approaches (check all that apply)

- [ ] Cooperative Learning
- [ ] Inquiry
- [ ] Team Teaching
- [ ] Peer Teaching
- [ ] Direct Instruction
- [ ] Project Learning
- [ ] Problem Solving
- [ ] Class Discussion
- [ ] Technology
- [ ] Mental Modeling (Think Aloud)
- [ ] Drill and Practice
- [ ] Demonstration
- [ ] Lecture
- [ ] Q/A
- [ ] Discovery Learning
- [ ] Other

Other (please specify)

For this lesson, comment on strengths, concerns, areas for improvement related for student learning:

ASSESSMENT OF STUDENT LEARNING

	M = Met	PM = Partially Met	NM = Not Met	N/A
Used assessments designed to meet lesson/unit goals and relevant student characteristics, strengths, and needs	○	○	○	○
Monitored students' understanding of content through a variety of means	○	○	○	○
Monitored students' language use and subject specific learning	○	○	○	○
Provided informative, specific feedback to assist student learning	○	○	○	○
Made responsive adjustments based on student performance/feedback	○	○	○	○

Assessed student learning used (check all that apply)

- [ ] Pre-assessment (including pretest, KWL, inventory)
- [ ] Formative assessment
- [ ] Summative assessment
- [ ] Exit Slip
- [ ] Closed task (i.e., items including multiple choice, true/false, fill in the blank, solve without showing answer)
- [ ] Teacher observation (including observation checklist, rating scale, anecdotal record or note, running records)
- [ ] Conversation, conference, or interview
- [ ] Student Work Sample
- [ ] Student self-assessment or reflection
- [ ] Performance assessment or talk (may include a checklist, rubric, or scoring scheme to assess performance and/or product)
- [ ] Oral questioning
- [ ] Portfolio entry (with scoring)
- [ ] Peer-evaluation
- [ ] Unit test
- [ ] Other

Other (please specify)

For this lesson, comment on strengths, concerns, areas for improvement related to assessment of student learning:

POST OBSERVATION CONFERENCE: PROFESSIONAL REFLECTION ON TEACHING PERFORMANCE

	M = Met	PM = Partially Met	NM = Not Met	N/A
Accurately described student involvement during lesson	○	○	○	○
Reflected insightfully on strengths and weaknesses of one's own teaching methods, activities, and materials	○	○	○	○
Articulated alternative methods, activities, and materials and their pros and cons	○	○	○	○
Responded to constructive criticism in an open minded manner	○	○	○	○
Integrated previous constructive criticism into current teaching	○	○	○	○
Identified strategies to improve planning, instruction, and assessment based on student performance/feedback	○	○	○	○
Demonstrated a sense of responsibility for continuous improvement	○	○	○	○

For this lesson, comment on strengths, concerns, areas for improvement related to professional reflection on teaching performance:

PROGRESS SHOWN TO DATE:

PRIORITIES FOR CONTINUOUS IMPROVEMENT AND FUTURE FOCUS:

Name and Date:

Date of Next Observation: