

APPENDIX E: TEACHER OBSERVATION REPORT

Rating Scale/Directions

Instructions: The Cooperating Teacher, College Supervisor, and/or Clinical Experiences Coordinator complete the Teacher Observation Report two or three times as needed during the course of the structured field/practicum experience. The Interns are observed a total of six times (three by cooperating teacher and three by IRSC). Use the Evaluation Scale, according to the Developmental Model, to rate the student's performance.

Developmental Model: Learning to teach is a developmental process. Consequently, students should not expect to fulfill each indicator and accomplished practice on their first observation. Rather, most students will proceed along a continuum, moving from Emerging, to Bridging, and finally to Fulfilled level of proficiency.

Evaluation Scale:

0 – Not Fulfilled: The intern is unsuccessful in demonstrating this Accomplished Practice

1 – Emerging: The intern is developing some skills and knowledge, but inconsistently demonstrating this accomplished practice; much more improvement is needed. Please note specific examples.

2 – Bridging: The intern is demonstrating many or most skills and knowledge consistent with pre-professional level, although not yet consistent over time; more improvement is needed. Please note specific examples.

3 – Fulfilled: The intern is proficient and consistent in demonstrating this Accomplished Practice. Please note specific examples.

NA – Not Available: The rater has been unable to observe or review documentation that demonstrates evidence of this indicator or accomplished practice. Please note specific examples.

NR – Not Relevant: This indicator or accomplished practice is not relevant for intern's situation or school context; explanation must be provided. Please tell why.

Comments: The comments section is used to identify areas of strengths, areas in need of improvements, and recommendations or strategies to be implemented next time. Please be as specific as possible.

Developmental Approach:

1. During *early field experiences*, students are merely observe a certified teacher in the classroom. They do not teach lessons.

2. During *structured field experiences or practicum*, students are expected to be at the Bridging level and progressing towards Fulfilled level; however, they must demonstrate the majority (4/6) of accomplished practices at the Fulfilled (3) level.

3. During *student teaching/internship* and by the final evaluation (critical assignment), the intern must demonstrate all six accomplished practices at the Fulfilled (3) level in order to receive a passing grade in student teaching/internship..

TEACHER OBSERVATION REPORT

Student Teaching

Student: _____ Observation: (Date): _____
 School: _____ #Students: _____
 Cooperating Teacher: _____ Observer: _____
 Post-Observation Conference: (Date): _____
 Lesson/Unit Title: _____
 Time began: _____ Time ended: _____

| | | 0-Not Fulfilled | 1-Emerging | 2-Bridging | 3-Fulfilled | NA-Not Available | NR-Not Relevant |
|---------------|--|-----------------|------------|------------|-------------|------------------|-----------------|
| FEAP 1 | <u>Instructional Design and Lesson Planning</u> Applying concepts from human development and learning theories, the effective educator consistently | | | | | | |
| a. | Aligns instruction with state-adopted standards at the appropriate level of rigor. | | | | | | |
| b. | Sequences lessons and concepts to ensure coherence and required prior knowledge. | | | | | | |
| c. | Designs instruction for student to achieve mastery. | | | | | | |
| d. | Selects appropriate formative assessments to monitor learning. | | | | | | |
| e. | Uses a variety of data, independently, and in collaboration with cooperating teacher, to evaluate learning outcomes, and adjust planning. | | | | | | |
| f. | Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | | | | | | |
| | Comments: Commendations and Suggestions for Improvement | | | | | | |
| FEAP 2 | <u>The Learning Environment</u> To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently | | | | | | |
| a. | Organizes, allocates, and manages the resources of time, space and attention. | | | | | | |
| b. | Manages individual and class behaviors through the implementation of a well-planned management system. | | | | | | |
| c. | Conveys high expectations to all students. | | | | | | |
| d. | Respects students' cultural, linguistic, and family backgrounds. | | | | | | |
| e. | Models clear, acceptable oral and written communication skills. | | | | | | |
| f. | Maintains a climate of openness, inquiry, fairness, and support. | | | | | | |
| g. | Integrates current information and communication technologies. | | | | | | |
| h. | Adapts the learning environment to accommodate the differing needs and diversity of students. | | | | | | |
| i. | Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | | | | | | |
| | Comments: Commendations and Suggestions for Improvement | | | | | | |

Comment [K1]: Addresses the student teacher's ability to establish a productive learning environment through managing time, materials, and the physical environment. (10.2)

Comment [K2]: A well-planned and implemented classroom management system addresses the student teacher's ability to establish standards of classroom behavior. (10.1)

Comment [K3]: The supervisor and cooperating teacher provide student teacher with specific feedback on each accomplished practice.

| | | 0-Not Fulfilled | 1-Emerging | 2-Bridging | 3-Fulfilled | NA-Not Available | NR-Not Relevant |
|---------------|--|-----------------|------------|------------|-------------|------------------|-----------------|
| FEAP 3 | <u>Instructional Delivery and Facilitation</u> The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to | | | | | | |
| a. | Deliver engaging and challenging lessons. | | | | | | |
| b. | Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. | | | | | | |
| c. | Identify gaps in students' subject matter knowledge. | | | | | | |
| d. | Modify instruction to respond to preconceptions or misconceptions. | | | | | | |
| e. | Relate and integrate the subject matter with other disciplines and life experiences. | | | | | | |
| f. | Employ higher-order questioning techniques. | | | | | | |
| g. | Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding. | | | | | | |
| h. | Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students. | | | | | | |
| i. | Support, encourage, and provide immediate and specific feedback to students to promote student achievement. | | | | | | |
| j. | Utilize student feedback to monitor instructional needs and to adjust instruction. | | | | | | |
| | Comments: Commendations and Suggestions for Improvement | | | | | | |
| FEAP 4 | <u>Assessment</u> The effective educator consistently | | | | | | |
| a. | Collaborates with the cooperating teacher to analyze and apply data from multiple assessments and measures to inform instruction based on identified needs. | | | | | | |
| b. | Designs and aligns formative and/or summative assessments that match learning objectives and lead to mastery. | | | | | | |
| c. | Uses a variety of assessment tools to monitor student progress, achievement, and learning gains. | | | | | | |
| d. | Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge. | | | | | | |
| e. | Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s). | | | | | | |
| f. | Applies technology to organize and integrate assessment information. | | | | | | |
| | Comments: Commendations and Suggestions for Improvement | | | | | | |

Comment [K4]: Addresses the student teacher's ability to establish a productive learning environment through managing time, materials, and the physical environment. (10.2)

Comment [K5]: Addresses the student teacher's ability to recognize appropriate behavior through meaningful praise and other forms of positive reinforcement. (10.3)

| | | 0-Not Fulfilled | 1-Emerging | 2-Bridging | 3-Fulfilled | NA-Not Available | NR-Not Relevant |
|---------------|--|-----------------|------------|------------|-------------|------------------|-----------------|
| FEAP 5 | <u>Continuous Improvement, Responsibility and Ethics</u> The effective educator consistently | | | | | | |
| a. | Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs | | | | | | |
| b. | Examines and uses data-informed research to improve instruction and student achievement. | | | | | | |
| c. | Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement. | | | | | | |
| d. | Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues. | | | | | | |
| e. | Implements knowledge and skills learned in professional development in the teaching and learning process. | | | | | | |
| | Comments: <i>Commendations and Suggestions for Improvement</i> | | | | | | |
| FEAP 6 | <u>Professional Responsibility and Ethical Conduct</u> The effective educator consistently | | | | | | |
| a. | Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety. | | | | | | |
| b. | Does not unreasonably restrain a student from pursuit of learning. | | | | | | |
| c. | Maintains honesty in all professional dealings. | | | | | | |
| | Comments: <i>Commendations and Suggestions for Improvement</i> | | | | | | |
| PB | <u>Professional Behavior</u> The pre-service teacher | | | | | | |
| a. | Is dependable | | | | | | |
| b. | Is enthusiastic towards teaching and learning. | | | | | | |
| c. | Interacts appropriately with students, educational personnel, and parents. | | | | | | |
| d. | Responds positively to constructive criticism. | | | | | | |
| e. | Maintains a professional appearance. | | | | | | |
| f. | Commands respect by example in appearance, manners, behavior, and language. | | | | | | |
| g. | Uses good judgment in analyzing situations and solving problems effectively. | | | | | | |
| h. | Adheres to established laws, policies, rules, and regulations. | | | | | | |
| i. | Demonstrates with-it-ness. | | | | | | |
| j. | Participates in activities which foster professional growth. | | | | | | |
| | Comments: <i>Commendations and Suggestions for Improvement</i> | | | | | | |

Comment [K6]: Addresses the student teacher's ability to use one or more type(s) of least-intrusive means to monitor or manage minor misbehavior. (10.4)

Student: _____ Date: _____
Observer: _____ Date: _____