

## FORMATIVE OBSERVATION OF STUDENT TEACHING PROFILE OF STUDENT TEACHING PERFORMANCE

Student Teacher:	School:	Date:
Topics/Strategies:	_	
Check the box to the left if the standard	d is observed.	
A. Professional Knowledge   The student teacher		Observation Focus:
A1. Demonstrates an understanding of a (sol/professional standards).	ppropriate content standards	
A2. Demonstrates essential knowledge a	nd skills of subject area.	
A3. Demonstrates the link between the collearning experiences as well as related		
A4. Culturally Responsive Practice: Dem- content is evolving, appreciates multi potential for bias.	onstrates an understanding that discipline iple perspectives and recognizes the	
B. Assessment of and for Student	Learning   The student teacher	Observation Data/ Notes
B1. Sets acceptable, measurable, and ap achievement goals for student learning		
B2. Uses formal and informal assessmen	nt of learning outcomes.	
B3. Checks for understanding to enhance	e student learning.	
B4. Systemically gathers, analyzes, and groups and individuals to understand	I student learning.	
	ots assessment to accommodate a variety of attention to English Language Learners, al awareness).	
C. Instructional Planning   The stud	dent teacher	
C1. Is familiar with and uses relevant asp experience, and skills.	pects of students' background, knowledge,	
inclusivity and plans for differentiated	cts classroom resources that reflect cultural dinstruction to address the unique (e.g., TAG/GT, ELL, special needs, gender,	
C3. Plans appropriate instructional strate	gies to meet the learning outcomes.	
C4. Integrates instructional technology in	planning.	
C5. Integrates essential content in planni	ng.	
C6. Plans time realistically for pacing and	d transitions for content mastery.	
D. Learning Environment   The stu	dent teacher	
D1. Establishes a safe physical and psyc	chological environment for all students.	
D2. Establishes a climate of trust and tea	amwork.	
D3. Maintains consistent standards for po	ositive classroom behavior.	
D4. Culturally Responsive Practice: Dem	nonstrates respect for and responsiveness	

E. Instructional Delivery   The student teacher	Observation Data/ Notes
E1. Presents procedures and outcomes clearly to students and checks for student understanding.	]
E2. Presents content accurately and effectively.	
E3. Engages and maintains students in active learning.	
E4. Engages learners in a range of learning experiences using technology.	
E5. Facilitates students' use of higher level thinking skills in instruction.	
E6. Differentiates instruction and provides appropriate accommodations to meet the needs of diverse learners.	
E7. Uses instructional and transition time for content mastery.	
E8. Culturally Responsive Practice: Teaches and models the skills to communicate and engage with diverse groups (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status).	
F. Reflection For Student Academic Progress   The student teacher	]
F1. Takes responsibility for student learning by using ongoing analysis and reflection.	
F2. Culturally Responsive Practice: Provides specific evidence to document student learning.	
F3. Seeks and uses information from professional sources (e.g., cooperating teacher, colleagues, and/or research) to improve instruction.	
G. Professionalism   The student teacher	
G1. Demonstrates the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.	
G2. Takes initiative to grow and develop through interactions that enhance practice support student learning.	
G3. Communicates effectively through oral and written language with all stakeholders	
G4. Culturally Responsive Practice: Uses inclusive communication strategies (e.g. gender, race, ethnicity, ELL, and ability)	
G5. Builds relationships and collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	
G6. Culturally Responsive Practice: Accesses resources to deepen an understanding of cultural, racial, ethnic, gender and learning differences to build stronger relationships and create more relevant learning experiences.	
Areas of Strength:	
Areas for Growth/Goals:	

University Supervisor or Cooperating Teacher

Date

Rev 8/23 2

Date

Student Teacher