

**FORMATIVE OBSERVATION OF STUDENT TEACHING
PROFILE OF STUDENT TEACHING PERFORMANCE**

Student Teacher: _____ School: _____ Date: _____

Cooperating Teacher: _____ Time/Class/Period: _____

Topics/Strategies: _____

Check the box to the left if the standard is observed.

	A. Professional Knowledge The student teacher...
<input type="checkbox"/>	A1. Demonstrates an understanding of appropriate content standards (sol/professional standards).
<input type="checkbox"/>	A2. Demonstrates essential knowledge and skills of subject area.
<input type="checkbox"/>	A3. Demonstrates the link between the content and students' past and future learning experiences as well as related subject areas.
<input type="checkbox"/>	A4. Culturally Responsive Practice: Demonstrates an understanding that discipline content is evolving, appreciates multiple perspectives and recognizes the potential for bias.

	B. Assessment of and for Student Learning The student teacher ...
<input type="checkbox"/>	B1. Sets acceptable, measurable, and appropriate learning outcomes and achievement goals for student learning.
<input type="checkbox"/>	B2. Uses formal and informal assessment of learning outcomes.
<input type="checkbox"/>	B3. Checks for understanding to enhance student learning.
<input type="checkbox"/>	B4. Systemically gathers, analyzes, and uses multiple data sources by student groups and individuals to understand student learning.
<input type="checkbox"/>	B5. Culturally Responsive Practice: Adapts assessment to accommodate a variety of student needs and experiences (with attention to English Language Learners, students with exceptionalities, cultural awareness).

	C. Instructional Planning The student teacher...
<input type="checkbox"/>	C1. Is familiar with and uses relevant aspects of students' background, knowledge, experience, and skills.
<input type="checkbox"/>	C2. Culturally Responsive Practice: Selects classroom resources that reflect cultural inclusivity and plans for differentiated instruction to address the unique characteristics of individual students (e.g., TAG/GT, ELL, special needs, gender, race, ethnicity).
<input type="checkbox"/>	C3. Plans appropriate instructional strategies to meet the learning outcomes.
<input type="checkbox"/>	C4. Integrates instructional technology in planning.
<input type="checkbox"/>	C5. Integrates essential content in planning.
<input type="checkbox"/>	C6. Plans time realistically for pacing and transitions for content mastery.

	D. Learning Environment The student teacher ...
<input type="checkbox"/>	D1. Establishes a safe physical and psychological environment for all students.
<input type="checkbox"/>	D2. Establishes a climate of trust and teamwork.
<input type="checkbox"/>	D3. Maintains consistent standards for positive classroom behavior.
<input type="checkbox"/>	D4. Culturally Responsive Practice: Demonstrates respect for and responsiveness to the cultural backgrounds and differing perspectives of learners.

Observation Focus:

Observation Data/ Notes

