

York College Student Teacher Observation Form Secondary Education (Foreign Language: Spanish)

Observation (circle): 1 2 3

Name of Student Teacher: _____ Date: _____

Cooperating Teacher: _____ College Supervisor: _____

School Name: _____ Grade Level & Curriculum: _____

Lesson Topic: _____

Length of Lesson: _____ # of Students: _____

SECTION I. Rate the candidate on each item noted below. As appropriate, the rating is based on your observation of the student teacher, in addition to the written lesson plan and assessment instruments (if any) used by the student teacher. Your ratings must be guided by the rubric that accompanies this form.

The following considerations apply to certain ratings and require information and follow-up in Part 2 of this form:

DEVELOPING - 0 A rating of **Developing 0** for any one or more items must be discussed with the cooperating teacher, college supervisor, and student teacher in the post-observation conference. A rating of Development "0" indicates that the student teacher has not been observed as making progress in developing the proficiency. ***If the rating is not changed as a result of the conference, it must be documented by a written explanation and remediation plan under Part 2 of this form.***

DEVELOPING - 1 A rating of **Developing 1** does not require remediation, but should be addressed in the Comments section so the student teacher will have direction for improvement of performance or understanding why a minimal rating was given. A candidate who scores at this level is understood to be making progress in development of the proficiency. It is expected that the candidate will move to the Acceptable level on this proficiency (a score of 2 or higher) by completion of student teaching.

NOT OBSERVED Not Observed is a "no fault" rating based on the fact that the observed lesson did not provide an opportunity for the student teacher to demonstrate the knowledge or skill. Note that rating cells shaded in gray ***During the post-observation conference, plans should be made to assure that the college supervisor will have an opportunity to observe the student teacher in that particular capacity in subsequent observations. This plan should be briefly noted in Part 2.***

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)	Not Observed (NA)
1. APPLIED CONTENT KNOWLEDGE. The student teacher . . .				
1a. Demonstrated accuracy as well as a depth and breadth of content knowledge in the subject area taught.				
Comment:				

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)	Not Observed (NA)
2. CONTENT PEDAGOGY. Based on an examination of the lesson plan prepared for the lesson, as well as an observation of the lesson, the student teacher . . .				
2a. Provided and followed written lesson plans that included clear and appropriately written objectives.				
2b. Provided and followed written lesson plans that demonstrated alignment of lesson objectives with National Standards for Foreign Languages Education (NSFLE)				
2c. Used teaching methods that effectively conveyed to students the objectives and key concepts of the lesson. (<i>aligns to NSFLE</i>)				
2d. Selected a range of texts and materials that are appropriate to lesson objectives, as well as student development level and range of interests.				
2e. Used media or communication tools and/or technologies to enrich learning opportunities.				
2e-1. Used knowledge of the Spanish language to select and use appropriate technological tools.				
2f. Constantly monitored and adjusted strategies, resources and context in response to learner feedback.				
2h. Demonstrated ability to lead classes in Spanish language problem-solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations. (<i>aligns to NSFLE</i>)				
Comment:				
3. ASSESSMENT AND STUDENT LEARNING. The student teacher . . .				
3a. Used a variety of formative or summative assessment strategies that were productive gauges of developmentally appropriate student learning of instructional goals.				
3b. Demonstrated ability to modify instruction based on the results of formative or summative assessments.				
3c. Demonstrated ability to adapt assessment tools and practices to meet the range of differentiated learning needs within the classroom. Adaptations were made for students who are either designated as or show the learning needs of Gifted, English Language Learner (ELL), and/or Special Education students.				
3d. Constructed and used informal or formal assessment instruments that were accurate, reliable, free of bias, and clearly designed to assess depth/breadth of student mastery of stated objectives.				
Comment:				
4. THE LEARNING ENVIRONMENT. The student teacher . . .				
4a. Began lessons by using appropriate anticipatory sets, building on student prior knowledge, and making lesson objectives clear.				
4b. Used instructional strategies and questioning techniques that encouraged discussion and student exchange, critical thinking, creativity, and problem-solving skills.				
4c. Used teaching strategies that were appropriate to the age or grade level of the classroom and				

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)	Not Observed (NA)
demonstrated knowledge of child development.				
4d. Effectively used individual, small group, and whole class instruction as appropriate to the lesson topic as well as classroom composition.				
4e. Demonstrated ability to adapt instruction to meet the range of differentiated learning needs within the classroom. Adaptations were made for students who are either designated as or show the learning needs of Gifted, English Language Learner (ELL), and/or Special Education students.				
4f. Brought closure to lessons by reinforcing key points, and ensuring any remaining student confusion or frustration with the subject matter was appropriately addressed; assigned homework or appropriate extended activities.				
4g. Established a learning climate that was physically and psychologically safe, and conducive to broad and active participation in learning.				
4h. Maximized instructional time, with minimum time spent on transitions and discipline.				
4i. Used positive classroom management techniques that encouraged mutual respect and positive recognition of all members of the learning community.				
4j. Exhibited and modeled good communication skills, including effective use of nonverbal cues, and appropriate and accurate use of spoken and written English.				
Comment:				
5. PROFESSIONAL BEHAVIOR AND DISPOSITIONS.				
<i>Note that final evaluations in this section are based on observations made over the course of the student teaching placement, and will be largely dependent on the observations of the Cooperating Teacher. Ratings provided on this form by the College Supervisor are optional, and should reflect the student teacher's progress to date in achieving proficient performance in the areas below. Recordings of "not observed" do not require follow-up in Part 2. However, a rating of Inadequate should be supported by comments in Part 2.</i>				
5a. Modeled a reflective attitude toward his/her teaching practice and applies reflection to modifications of future practice.				
5b. Used feedback from students, supervisors, colleagues and peers toward improvement of teaching.				
5c. Exhibited professional attitude and demeanor with colleagues and students.				
5d. Exhibited resourcefulness and self-initiative in solving problems, as well as timeliness in completing professional responsibilities such as returning student work.				
5e. Exhibited ability and desire to collaborate with families, colleagues and the community to develop partnerships that can maximize student opportunities for learning and emotional growth and well-being.				
5f. Exhibited attributes of ethical behavior, trustworthiness, responsibility, and respect for confidentiality in his/her relationships with students and colleagues.				
5g. Treated all students fairly and with respect, and consistently strives to help all students achieve to their fullest capacity.				
5h. As appropriate to his/her student teaching role, exhibited awareness of the learning and emotional needs of all students within his/her classroom, and advocated for additional resources or intervention for individual students.				
5i. Demonstrated awareness and appreciation of the cultural diversity represented within his/her				

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)	Not Observed (NA)
classroom and takes advantage of opportunities to explore the artistic, intellectual and/or historical contributions of various cultures.				
5j. Used instructional and management strategies that support democratic values within the classroom, including tolerance for a variety of opinions, and encouragement of student-centered decision making and problem solving.				
5k. Demonstrated commitment to and propensity for being a lifelong learner; consistently seeks out research, resources, and advice from colleagues to support his/her teaching.				
5l. Demonstrated a genuine enjoyment of the teaching profession and of the academic discipline being taught.				
Comment: <div></div>				

SECTION 2. This section of the form should be used to record areas in which the student teacher was not observed in the performance of particular knowledge or skills during this observation, and/or areas in which the student teacher's performance received an inadequate rating. The purpose of Part 2 is to ensure that the student teacher has an opportunity to remediate an inadequate rating, or be observed on a particular knowledge or skill in subsequent evaluations.

Item	Rating (Inadequate or Not Observed)	Plan for Remediation or Follow-up in Subsequent Lesson Observations (as agreed upon by all parties)

Signature of student teacher: _____

Signature of cooperating teacher: _____

Signature of college supervisor: _____

Rubric for Use with Student Teaching Observation Form (Foreign Languages: Spanish)

Note on rubrics: ST stands for student teacher; CT and CS are used occasionally as abbreviations for Cooperating Teacher and College Supervisor, respectively. The term "in addition," at the beginning of descriptors for some Target level indicators, means *in addition to* characteristics at the Acceptable level. Dependent on the evaluated item, rubrics and the evaluation are inclusive of qualities observed by the College Supervisor in written lesson plans, lesson delivery, and/or reflections made by the ST in conference with the College Supervisor, or with the supervisor and the Cooperating Teacher.

Please also note that the College Supervisor's scoring on the Final Evaluation should reflect consistency with scoring on the Student Teacher Observations. In particular, a score in the "developing" category for any one item should not be given on the Final Evaluation unless the candidate scored in that category in one or more of the Observations, and did not improve as a result of a written remediation plan following the observation. Moreover, scoring on the final evaluation should reflect (as appropriate and using the best judgment of the evaluator) the candidate's abilities at the end of the placement, at least in cases where the candidate has shown steady improvement.

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
1. APPLIED CONTENT KNOWLEDGE. The student teacher . . .			
1a. Demonstrated accuracy as well as a depth and breadth of content knowledge in the subject area taught.	Lesson plans and the delivery of instruction reflect that the ST has limited knowledge of Spanish content knowledge, and overall was not prepared to answer questions, make connections, or provide explanations in ways that reflected fluency and depth of understanding of the subject or topic of lessons. The ST may have shown hesitation or lack of confidence in delivery of concepts or facts. The ST may have provided inaccurate or misleading information. The ST's performance did not improve, or did not improve sufficiently, over the period of the student teaching placement.	Overall, lesson plans and teaching demonstrate that the candidate has sufficient mastery of mathematical content knowledge related to the subject areas of the lessons delivered. Instruction reflected sufficient breadth of knowledge related to the topic (i.e. covered a range of interrelated information) as well as depth of knowledge (e.g. historical roots, means of inquiry), with no significant factual or contextual errors noted by this observer.	The ST's delivery of instruction reflects that he/she is consistently and clearly well informed and fluent in terms of subject area(s) that were the focus of instruction. The ST consistently provided examples, illustrations, explanations, or alternative approaches to topics that helped students grasp concepts or make connections to other subject areas or personal interests and experience. Resources and written materials provided reflected a depth and range of knowledge of topic(s) explored.
2. CONTENT PEDAGOGY. The student teacher . . .			
2a. Provided and followed a written lesson plan that included clear and appropriately written objectives.	Lesson plans (LPs) were not provided for some lessons, were not well developed, or were incomplete. Follow-up requested for submission or improvement of lesson plans may not have been completed or completed satisfactorily. LPs were not organized under clearly written lesson objectives,	Overall, written lesson plans provided included clearly stated learning objectives, and choices made for the lesson, texts, activities and resources were well aligned to those objectives (in other words, there was no "disconnect" between objectives and learning activities.)	Lesson plans were consistently well designed as vehicles for the learning objectives set forth. It is clear that the ST had worked to design a lesson that could combine related objectives and/or maximize learning opportunities in a way that was both reasonable and challenging.

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	or designed in such a way that objectives could be met. Lesson objectives may have been too broad, overly ambitious to be accomplished within the time span of the lesson, or conversely, too narrow and limited to be the focus or an entire lesson. The ST's performance did not improve, or did not improve sufficiently, over the period of the student teaching placement.		
2b. Provided and followed a written lesson plan that demonstrated alignment of lesson objectives with National Standards for Foreign Languages Education (NSFL).	The lesson plans (LPs) did not always identify the NYS learning standards that the lesson was intended to address. Or, the learning objectives for the lessons did not always clearly align to standards, or did not seem to or prove to be suitable means by which students could approach or attain mastery of state standards. The ST's performance did not improve, or did not improve sufficiently, over the period of the student teaching placement.	The written lesson plans provided were driven by NYS learning standards, with lesson objectives appropriately selected to be a means for students to achieve the learning standards.	In addition, the learning objectives established were creative and engaging means for student achievement of state learning standards.
2c. Used teaching methods that effectively conveyed to students the objectives and key concepts of the lesson. (<i>aligns to NSFLE</i>)	Methods used to teach lessons were not consistently well suited to conveying lesson objectives. The ST's performance did not improve, or did not improve sufficiently, over the period of the student teaching placement.	Overall, teaching methods used in design and delivery of lessons (e.g. lecture, discussion, group work, brain-storming session) were productive means for the exploration of the key concepts of the lesson and achievement of learning objectives.	The ST used a variety of teaching methods that were appropriate to the lesson topics and kept students consistently engaged. Methods used reflected the ST's knowledge of current pedagogical best practices in teaching the subject.
2d. Selected a range of texts, materials that are appropriate to lesson objectives, as well	Texts and materials used in lessons may not have been well suited or	Overall, lessons were enhanced and guided by well chosen texts and	The ST consistently led students through a range of integrated, well

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
as student development level and range of interests. <i>(Aligns to NSFLE)</i>	clearly linked to learning objectives, or may have been inappropriate or insufficiently challenging for the developmental level of students. The ST's performance did not improve, or did not improve sufficiently, over the period of the student teaching placement.	print or nonprint materials (e.g. handouts, manipulatives) that were appropriate to the development level of students, and good vehicles for the engagement of student interest.	sequenced and challenging activities that clearly held student interest and were consistently focused on lesson goals.
2e. Used a variety of media or communication tools and/or technologies to enrich learning opportunities. <i>(aligns to NSFLE)</i>	The ST did not make use, or effective use, of media or technology, even though technology was available and could have enhanced student learning experience. The ST may have avoided use of common forms of available instructional technology due to inability to use the technology. Conversely, the ST used technology or media in ways that were not supplemented by active student participation or interaction, that did not hold student interest, or were otherwise ineffective means of instructional delivery and/or appeared to be used as a "substitute" for active instruction by the ST. The ST may have wasted instructional time due to lack of planning related to technology-related access or equipment problems.	On one or more occasions during the student teaching placement, the ST used technology in order to broaden or deepen student comprehension of lesson objectives, but in ways that ensured the student was also an active participant in learning activities. Technology may also have been used by the ST as a way to individualize instruction. The ST pre-tested websites or equipment to ensure that glitches did not occur during the lesson. The ST exhibited ability to use (or learned to use) available classroom technology, and used it efficiently and properly.	Technology and/or media choices strongly enhanced student learning opportunities. It was clear that the ST had done his/her "homework" in making choices related to media shown or instructional technology used, and had created or researched follow-up or interactive assignments. The ST exhibited great facility in using technology-based instruments and/or teaching students how to use technology effectively.
2e-1. Used knowledge of Spanish to select and use appropriate technological tools. <i>(NSFLE)</i>	It was not clear that the ST's choice of technology tools or methods was grounded in Spanish knowledge. The ST may have been unsure of the application of technology to the learning objectives of the lesson.	The ST's use of technology in lesson(s) reflected, and was integrated and supported by, his or her knowledge of the Spanish content of the lesson or lessons.	The ST carefully researched and/or chose the technology or technological tools used based on mathematical knowledge as well as "best practice" in teaching the concepts involved; in the conference following the lesson(s) or within the lesson itself, the ST was able to explain the relationship between the technology tools or resources used and the lesson content.
2f. Constantly monitored and adjusted strategies, resources and context in	The student teacher did not consistently respond to cues from	Overall, the ST exhibited awareness of student response to instruction,	The ST exhibited consistent awareness of student interest and participation in

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
response to learner feedback.	students in terms of their absorption and engagement with the instructional process. The student teacher appeared unable or unwilling to diverge from the written lesson plan even though it was clear that he or she had lost the interest or comprehension of many students. The ST's performance did not improve, or did not improve sufficiently, over the period of the student teaching placement.	and may have made some alteration to a lesson plan or delivery mode during the course of individual lessons. The ST was reasonably able to reflect on how student response to delivery of a lesson would impact the ST's preparation and delivery of future lessons.	learning activities, and adjusted the pace or methodology of his/her teaching in response to "signals" (e.g. restlessness, lack of participation or comprehension, desire to know more about a certain aspect of the lesson, etc.).
2h. Demonstrated ability to lead classes in Spanish problem-solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations. (NSFLE)	None of the lessons provided, or successfully provided, the opportunity for students to use new Spanish knowledge to solve a concrete problem, based on testing a generalization against Spanish problem-solving.	One or more lessons successfully incorporated at least one useful and relevant example of applying the Spanish concept(s) that were the subject of the lesson to real-life problem solving that included the testing of generalizations.	The ST invited students to use Spanish problem-solving throughout several lessons, and/or in extended activities. The ST consistently made connections between the concepts of the lesson and their real-life applications and implications in all subject areas.
3. ASSESSMENT AND STUDENT LEARNING. The student teacher . . .			
3a. Used a variety of formative or summative assessment strategies that are productive gauges of developmentally appropriate student learning of instructional goals.	The ST may have not employed any form of formal or informal assessment during the lesson, or may have used assessments that did not seem appropriate (e.g. a comprehensive test in the middle of a unit) or sufficiently challenging. The ST may have used too much instructional time for an assessment that did not appear to be particularly useful as a gauge of student learning. Questioning was limited and/or focused on lower order thinking.	The ST used assessment strategies that were appropriate to the lesson goals. Any formative or summative assessments used (e.g. quizzes, tests) were appropriate to the depth and breadth of knowledge covered by the lesson or in cumulative lessons. Assessments of an informal or formative nature did not take an excessive amount of time away from teaching and learning activities. Questioning incorporated some range of levels of thinking and provided insight about student progress toward learning goals.	Assessments used by the ST were well integrated with the lesson, and in themselves proved to be a productive means of engaging students in the integration of their own learning. Questioning spanned levels of thinking, generating responses that required higher order thinking by the students, and probed deeply into student understanding.
3b. Demonstrated ability to modify instruction based on the results of formative or summative assessments. (<i>aligns to NCTM 7.5</i>)	The ST could not explain (either during instruction or in conference) how results of recent assessments had impacted the day's lesson or would impact subsequent lessons.	The ST explained how the results of informal or formal assessments employed in the lesson would impact subsequent teaching, or demonstrated how the lesson delivered had been altered based on	In addition, the ST reflected on changes that might be made to future lessons based on the day's assessment or monitoring of student learning, and/or was able to talk knowledgeably about why the assessment strategies in the

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
		results of prior student assessment.	day's lesson were chosen.
3c. Demonstrated ability to adapt assessment tools and practices to meet the range of differentiated learning needs within the classroom. Adaptations were made for students who are either designated as or show the learning needs of Gifted, ELL, and/or Special Education students.	The ST did not make any alterations or modifications of assessment for individual students, even though it appeared to the observer that such modification was either necessary or would have been helpful. In conference, the ST could not explain why assessment modifications were not made.	In the design and delivery of assessments used in the lesson (informal, summative or formative), the ST included planning for the assessment of exceptional learners, and/or was able to explain how assessment choices made did not disadvantage, exclude or draw attention to atypical learners in the classroom. Dependent on the range of needs, the ST worked with the cooperating teacher to ensure assessment for all students was handled appropriately.	In addition, the ST showed sensitivity and understanding to the needs of exceptional learners in his/her classroom, and may have done some research into alternative assessment strategies for atypical learners, as well as engaged the CT in advice or context as to best means to assess particular student(s) on the lesson topic. The ST was able to explain his/her choices, both in assessment modifications made and/or how feedback would be reviewed and provided to students with atypical needs.
3d. Constructed and used informal or formal assessment instruments that are accurate, reliable, free of bias, and clearly designed to assess depth/breadth of student mastery of stated objectives.	Written assessment materials used by the ST (quizzes, tests, instructions) included inaccuracies or ambiguous language. Informal, oral assessment (e.g. a question and answer session) may have excluded some students from the range of responses, or otherwise been ineffectively employed. In conference, the ST could not explain or defend that assessments used were free of bias or were reliable measures of student learning. Assessments may have been overly simplistic or limited to gauge the depth and breadth of learning.	Assessments used by the candidate were well designed and reflected a basic knowledge of principles of assessment methodology. Written assessment materials accompanying lesson plan were free of error. Instructions provided to students (oral or written) were clearly stated and not ambiguous. Assessments or quizzes derived from the class text or workbook had been pre-examined by the ST for any errors or ambiguities, as well as their congruence to materials covered in instruction, with adjustments made as needed.	In addition, the ST could knowledgeably discuss the assessment choices made, and critique the quality of assessment in terms of its reliability, accuracy and lack of bias.
4. LEARNING ENVIRONMENT. The student teacher . . .			
4a. Began the lesson by using appropriate anticipatory sets, building on student prior knowledge, and making lesson objectives clear.	The ST did not spend enough time (or spent too much time) setting the stage for the day's lesson. The ST did not explain to students what the learning	The ST set the stage for the lesson by a review of prior student learning, and setting a context for new learning. Students were informed of	In addition, the ST began the lesson by setting the proper tone for the learning activities to follow, and knew how to "hook" student interest and

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	goals were for the day's lesson, and/or did not adequately review the previous lessons that the current lesson would build upon.	what they would learn about in the lesson, and what they should be able to know and do at its conclusion. The ST ascertained (or had previously ascertained) student knowledge of the topic before beginning the lesson, using means designed to bring to the surface any student misconceptions or errors in knowledge that would create barriers to further learning.	anticipation, as well as how to relieve any anticipatory anxiety for activities on the day's agenda.
4b. Used instructional strategies and questioning techniques that encouraged discussion and student exchange, critical thinking, creativity, and problem-solving skills.	The ST relied mainly on "rote" instruction and did not engage students as active participants in learning. Questioning involved lower order thinking and engaged few students. Neither the lesson plan nor lesson delivery included activities designed to engage students in active or critical exploration of lesson topics.	The ST used strategies that encouraged students' active engagement with learning objectives (e.g. art or other creative projects, journaling, role playing, inquiry-based projects, discussion and debates, reflective essays). Questioning incorporated some range of levels of thinking and engaged the majority of students.	The ST demonstrated that he or she had put effort into designing or locating resources that would create strong interactive learning activities for students that were directly related to the lesson objectives. In discussion, the ST may have referenced best practice research as a foundation for instructional strategies used. Questioning spanned levels of thinking, engaging all students in higher order thinking.
4c. Used teaching strategies that are appropriate to the age or grade level of the classroom and demonstrated knowledge of child development.	It was not clear that the teaching strategies used were appropriate to the overall age or grade level of the class, or that the ST had taken developmental characteristics of the age/grade level into consideration in planning the lesson.	Design/delivery of learning activities was age or grade appropriate, and reflected at least general understanding of the physiological and psychological development typical of the age or grade level (e.g. attention span, cognitive development, social maturity, gender sensitivity).	In addition, the ST could give examples about how instructional choices made, large or small, were made in recognition of the developmental characteristics of the age/grade range of students in the classroom.
4d. Effectively used individual, small group, and whole class instruction as appropriate to the lesson topic as well as classroom composition.	The ST's choice of instructional grouping for the lesson was not effective (e.g. students may have been insufficiently prepared to work effectively in groups; conversely, the lecture format used may not have been conducive to interactive and hands-on learning suggested by the learning objectives or lesson topic).	The ST made appropriate choices for classroom groupings best suited for the lesson objectives, learning activities, and range of abilities exhibited by students in the class. Instructional choices in this regard also made good use of physical and personnel resources or constraints.	The ST made thoughtful and very effective choices in terms of instructional grouping, taking into consideration the needs or learning styles of individual students as well as the type of groupings that would be the best approach to achieving learning objectives for the lesson.
4e. Demonstrated ability to adapt instruction	There was no evidence in the lesson	Both the written lesson plan as well	In addition, the ST designed and

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
to meet the range of differentiated learning needs within the classroom. Adaptations were made for students who are either designated as or show the learning needs of Gifted, ELL, and/or Special Education students.	plan that the ST had included adapted instructional strategies for individual students. (In conference, the ST was not able to discuss whether or not he/she had considered individual learning needs in lesson design, and had made a deliberate choice to create a lesson that did not require adaptation.)	as lesson delivery were designed to ensure all students within the class would learn to the best of his/her ability. The ST made good pre-planning and practical choices to ensure that students with exceptional learning needs were given additional support, individualized instructional activities, or other adaptations without the result that students were consistently isolated or excluded from whole class participation.	delivered overall instruction in such a way that attention to differentiated learning needs did not "slow down" or adversely impact whole class instruction. Adaptation of instruction for atypical learners was planned out and implemented in such a way that those learners were not unduly singled out or isolated in potentially insensitive ways.
4f. Brought closure to the lesson by reinforcing key points, and ensuring any remaining student confusion or frustration with the subject matter was appropriately addressed; assigned homework or appropriate extended activities.	The ST may have ended the class abruptly, without any attempt to summarize the lesson and make links to homework or future activities or lesson. The ST may have ignored or not acknowledged student frustration or questions left unresolved at the end of the class.	The ST allowed sufficient time at the end of the lesson to summarize class progress and expectations in terms of the day's learning achievements, ongoing projects, homework, future activities. The end of the class session allowed sufficient time to acknowledge and/or resolve questions or frustrations related to student learning progress, and to set the stage for the subsequent lesson.	In addition, the ST ended the class by creating a sense of anticipation for what was to come in the next or future classes.
4g. Established a learning climate that was physically and psychologically safe, and conducive to broad and active participation in learning.	The ST did not appear to make an effort to create a classroom atmosphere in which all students were encouraged to participate, and may have ignored or responded inappropriately to ridicule of some students by other students. The ST may have failed to take steps to draw out students who did not participate or withdrew from class participation. The ST may have ignored or not taken steps to ensure accident or injury were avoided in the planning or implementation of a particular activity.	The ST created an atmosphere that was conducive to active participation by all students, and demonstrated lack of tolerance for bullying, sarcasm or ridicule. In addition and as appropriate to class circumstances, the ST ensured physical safety (e.g. placement of objects, not blocking exits, teaching safety precautions prior to an activity).	In addition, the ST created an atmosphere that was enjoyable, inclusive, and nonthreatening for all students. The ST deftly employed strategies that did not allow one or two students to dominate class discussion, as well as used sensitive strategies for drawing other students into discussion or a sense of belonging to the classroom community. The ST was able to pick up subtle signs of antisocial student behavior and handle them well or reflect on how they might be handled.
4h. Maximized instructional time, with minimum time spent on transitions and	The lesson delivered by the ST included interruptions or wasted time that	The ST demonstrated a grasp of communication methods, practical	In addition, the ST exhibited the ability to "think on his or her feet" in order to

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
discipline.	might have been avoided by preplanning or better choices made during classtime. Student learning and focus may have appeared to be disrupted by too many transitions or transitions that were not well handled or planned for.	methods and preplanning techniques designed to minimize loss of instructional time. Based on circumstances, the ST made good decisions related to time spent on discipline matters or distraction by individual students. Although ST used various teaching strategies, student attention to learning was not unduly distracted by constant transitions from one activity to another.	minimize disruption caused by an unforeseen event, error, or student disruption. The ST managed to keep students focused on the lesson topics without undue distraction by nonlearning events.
4i. Used positive classroom management techniques that encourage mutual respect and positive recognition of all members of the learning community.	The ST did not, overall, exhibit the ability to manage the classroom in a way that ensured a positive classroom environment. Classroom management decisions may have detracted from learning by individuals or groups of students and/or may not have conveyed a respectful or positive approach to student behavior.	The ST employed techniques that tended to bring out the best characteristics and abilities in students, and did not allow certain students to dominate or distract. The ST directed discussions, assigned groups, and made other decisions designed to discourage isolating or segregating practices among students.	In addition, the ST employed techniques designed to foster a sense of mutual appreciation, tolerance and collegiality in the classroom. The ST may also have done a superb job in managing or diffusing a difficult situation, with the result of visibly increasing student confidence in the ST's ability to create a stable and safe environment.
4j. Exhibited and modeled good communication skills, including effective use of nonverbal cues, and appropriate and accurate use of spoken and written English.	The ST did not exhibit good communication skills, which may be due to a still developing level of self-confidence. Directions or instruction conveyed to students may not have been clear. Or the ST may have made noticeable grammatical errors.	The ST communicated information and instruction in an effective manner, and did a good job leading discussions and eliciting student responses. The ST was able to organize information in such a way that students were able to grasp key concepts, and answered student questions clearly. In all respects, the ST used correct grammar and word choices, and modeled correct usage of the English language. The ST also modeled good locution skills.	The ST is clearly an excellent communicator, and maintained student interest and understanding throughout the lesson. As appropriate to the lesson, the ST did not "dominate" as much as lead the learning activities, and was adept at using nonverbal cues to maintain class discipline, or convey other information, so as to minimize disruption and keep focus.
4k. Used knowledge of individual and group motivation to foster active engagement in learning.	The ST made no, or made limited efforts to use practices or techniques designed to motivate students in group or individual activities. In the post-instructional conference, the ST was	The ST used strategies designed to stimulate student interest and motivation for learning, and both the lesson plan and teaching of the lesson reflected knowledge of and	In addition, strategies used by the ST were very effective in motivating students. Students were actively engaged in all learning experiences included in the lesson, and appeared

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	unable to describe how she or he had considered ways to motivate students to actively participate in learning experiences. Or, the ST may have used inappropriate, or ineffective motivational strategies that did not appear to achieve their intended purpose.	attention to developmentally appropriate motivational practices for encouraging student active participation in their learning, as applied to activities designed for small group or whole class learning, and/or for individually completed projects or assignments.	motivated to contribute their best efforts to learning the goals and objectives of the lesson.
5. PROFESSIONAL BEHAVIOR AND DISPOSITIONS. In the course of this observation and post-observation conference, as well as other observations and interactions to date, the student teacher . . .			
5a. Has modeled a reflective attitude toward his/her teaching practice and applies reflection to modifications of future practice.	In post-observation conferences as well as in other formats, the ST does not appear to use reflection on his/her instruction in a useful way. This observer has not seen examples of how the ST has made changes to teaching practice based on reflections that have been shared with the observer.	The ST makes a habit of reflecting on the effectiveness of his/her teaching, and has discussed or exhibited, in concrete ways, how s/he made changes to future instruction (e.g. by changing an approach, better planning, working on public speaking skills, reassessing class readiness, or building on a successful strategy).	The ST clearly sees reflection as a critical tool and is able to use it constructively. The ST has also exhibited grace and resilience in "recovering" from one or more poor teaching experiences, and has shown the ability to gain wisdom as the result of errors in judgment, or reactions to school-based events.
5b. Has used feedback from students, supervisors, colleagues and peers toward improvement of teaching.	The ST has not learned to respond well to critical feedback, and may either respond negatively or defensively to criticism, or respond by a loss of self-confidence instead of using the feedback as a positive contribution to his or her growth as a teacher.	The ST exhibits sufficient maturity and self-confidence to be able to respond positively and productively to feedback from peers, college faculty, and experienced teachers. The ST has conscientiously made efforts to improve performance based on feedback.	In addition, the ST is able to "sort" feedback for its value and application to his or her teaching, and does not lose confidence or focus after a setback or poor review.
5c. Has exhibited professional attitude and demeanor with colleagues and students.	The ST does not consistently demonstrate awareness, understanding, or some of the attributes of professionalism; this may be exhibited by habits such as coming to class late, missing class without going through proper notification procedures, exhibiting inappropriate informality with students, or not following through on expectations with students or supervisors. The ST's words and behaviors indicate a lack of comprehension about how	The ST exhibits professional behaviors in manners of dress and deportment, timeliness, and accountability. Over time, the ST has learned to grow into the "role" of a teacher, with a respect for the boundaries and responsibilities the role entails. The cooperating teacher is comfortable with allowing the ST to take complete charge of the class and make professional decisions as appropriate. The ST's words and behaviors indicate comprehension of	The ST fully exhibits attributes of professionalism, and has consistently behaved and comported him or herself in a professional manner with students and colleagues. The ST's words and behaviors indicate an intention to use professional actions and decisions to positively affect others.

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	professional actions and decisions affect others.	how professional actions and decisions affect others.	
5d. Has exhibited resourcefulness and self-initiative in solving problems, as well as timeliness in completing professional responsibilities such as returning student work.	The ST has not exhibited either the self-confidence or a sense of responsibility to solve problems within his or her domain of allowed responsibilities (e.g. find resources, adjust instruction, work with a difficult student). The ST may be overly reliant on the cooperating teacher to solve problems that occur on a daily basis. The ST has not been consistently reliable in giving student written feedback or following up on commitments made to students.	The ST can be held accountable for meeting professional responsibilities in his or her student teaching role, including problem solving, locating resources, compensating for errors, and completing assigned tasks on time (correcting student work, other responsibilities). At the same time, the ST understands when to seek help and when a problem or circumstance calls for consultation with the classroom teacher or other professional.	The ST clearly goes the extra mile to find not only solutions to problems, but also to locate additional resources or offer assistance to students or teachers.
5e. Has exhibited ability and desire to collaborate with families, colleagues and the community to develop partnerships that can maximize student opportunities for learning and emotional growth and well-being.	The ST has not exhibited noticeable efforts or interest in collaborating with parents or colleagues as a means toward enhancing student learning or well-being.	The ST's behavior conveys his or her appreciation of the collaborative role of teaching. Within the limitations of the student teaching experience, the ST seeks to build relationships with families, colleagues, and community resources in order to increase learning opportunities for students.	The ST may have created learning activities or lessons that invite parental participation, or made efforts to get to know parents of students in her or her classroom. The ST may have taken the initiative to make or use community contacts to extend learning opportunities to students, or volunteered for a school-based activity (and followed through on the commitment).
5f. Has exhibited attributes of ethical behavior, trustworthiness, responsibility, and respect for confidentiality in his/her relationships with students and colleagues.	On one or more occasions, the ST has exhibited behavior that calls into question his or her knowledge or internalization of professional ethics. The ST has not sufficiently demonstrated that this mistake was a result of inexperience, and will not likely be repeated.	The ST knows the ethics and dispositions expected of teachers, and can be counted on to act in a responsible and trustworthy manner in all situations. In particular, the ST understands the responsibilities and legal requirements related to teacher-student and teacher-parent confidentiality.	In addition, the ST may have acted admirably and appropriately in a difficult situation, and made appropriate professional and ethical decisions with grace and discretion.
5g. Has treated all students fairly and with respect, and consistently strives to help all students achieve to their fullest capacity. <i>(aligns to NCTM 7.1)</i>	The ST has not, based on observation, made any real efforts to treat students equitably and respectfully. The ST may ignore students who do not participate in discussion, or allow some students	The ST takes seriously what is meant and required in order to treat all students with fairness, as well as his or her responsibility to help all students maximize their learning	In addition, the ST demonstrates through his or her actions in the classroom and interactions with parents (if observed) a sense of value, respect and enjoyment of each student. It is

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	to monopolize his or her attention. The ST may not consistently make wise or fair choices in terms of the assignment of resources or study groups. The ST may not consider or accommodate for equity issues (e.g. resources available in the home) in homework or project assignments. The ST may create a perception of valuing some students over others.	potential. The ST checks him or herself for behaviors or biases that may lead to extra attention being given to one group or type of student over another.	clear that the ST has put some effort into finding ways to reach and acknowledge students who may be disengaged or have emotional or behavioral disorders. The ST is alert to signs that any student may need additional resources or a different class placement in order to achieve to his/her fullest capacity, and is able to document and communicate those concerns appropriately.
5h. As appropriate to his/her student teaching role, has exhibited awareness of the learning and emotional needs of all students within his/her classroom, and advocated for additional resources or intervention for individual students.	The ST has not exhibited awareness of or taken extra steps to respond to the learning or emotional needs of individual students. The ST may not have made appropriate efforts to plan accommodations for students with IEPs or physical disabilities. The ST may choose to ignore student behavior or signs that should be brought to the attention of the cooperating teacher, or may not seek appropriate advice when he/she has been unsuccessful in teaching a child.	The ST is knowledgeable about and aware of the range of student learning needs in his or her classroom, and consistently plans for the range of learning needs and makes accommodations for specific students as needed. The ST is also alert to signs that a child may have learning, behavioral or emotional disorders (or gifts) that may have recently developed or gone unnoticed, and takes the appropriate initiative in such circumstances.	The ST exhibits a desire and ability to get to know the "whole child" and to respond to each child in ways that communicate appreciation for the child and elicit responses from the child's "best self." The ST has put effort into finding enrichment or learning resources for students in order to help them develop their potential.
5i. Has demonstrated awareness and appreciation of the cultural diversity represented within his/her classroom and takes advantage of opportunities to explore the artistic, intellectual and/or historical contributions of various cultures.	The ST has not appeared to take notice of the cultural diversity in his/her classroom, or used the presence of diversity as a learning or teaching opportunity. The ST may not communicate an appreciation of classroom or school diversity, or may ignore or show discomfort with students who do not represent the cultural "norm" of the classroom (e.g. non-English speakers, gay or lesbian students).	The ST is knowledgeable of the range of cultural and language diversity within his/her classroom, and uses that diversity as a resource and opportunity for the enrichment of learning. The ST works successfully and honestly to overcome any biases or tendency to "overlook" students whose backgrounds or language are unfamiliar.	The ST has done research into the culture or heritage of students, particularly those who may feel "marginalized" by language barriers. The ST regularly seeks to enrich instruction by demonstrating the contributions of world cultures to the arts and sciences.
5j. Has used instructional and management strategies that support democratic values within the classroom, including tolerance for	The ST does not take advantage of opportunities to "teach democratic values," and may have demonstrated	The ST uses instructional or management strategies that enforce democratic values, individual	The ST consistently finds ways to use instruction as a teaching tool for democratic values and the development

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
a variety of opinions, and encouragement of student-centered decision making and problem solving.	some discomfort or inability to help students explore a range of opinions on a topic. In lessons delivered by the ST, students have had few or no opportunities for making decisions or solving problems as a group, exchanging in spirited debate, etc. Instruction has been primarily teacher-centered.	freedom of thought, and collective decision-making. The ST is tolerant of and encourages tolerance of a variety of opinions, but knows ways to respond productively and non-judgmentally to student opinions that reflect intolerance or bias.	of students as responsible citizens in a multicultural society. The ST develops lessons and activities that engage students in working to improve or solve problems in their community, and engage students in debate and discussion of multiple viewpoints.
5k. Has demonstrated commitment to and propensity for being a lifelong learner; consistently seeks out research, resources, and advice from colleagues to support his/her teaching.	The ST has demonstrated no obvious desire to extend his or her learning -- of either pedagogy or the subject area of his or her teaching. It has not been demonstrated that the ST has availed him/herself of research, resources, or advice in order to enrich instruction.	The ST has demonstrated an ability and desire to look for new ways to expand his or her knowledge and professional growth; s/he is open and eager to seeking advice and modeling behaviors and techniques observed in the teaching practices of peers, faculty, and experienced classroom teachers.	In addition, the ST has demonstrated eagerness and ambition in terms of the desire to expand her knowledge and learning both on a day to day basis, and in terms of professional career growth.
5l. Has demonstrated a genuine enjoyment of the teaching profession and of the academic discipline being taught.	The ST has not developed or demonstrated a sense that he or she enjoys his or her teaching role. The ST may have communicated "second thoughts" to the College Supervisor about either his or her propensity to be a good teacher, or about the choice of the age level or discipline.	It is clear that the ST enjoys working with and teaching children, looks forward to having his/her own classroom, and in spite of self-doubts that are normal at this stage, is comfortable with his or her career choice. The ST also enjoys and has a propensity for the academic disciplines he or she will teach.	The ST demonstrates a true passion for teaching, and eagerly looks forward to each new day of student teaching and beginning his or her career. The choice of teaching focus chosen by the teacher is clearly suited to the teacher's interests and talents.

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