

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 observe	d.	
A. Professional Knowledge The student teacher		Observation Focus:
A1. Demonstrates an understanding of appropriate conte (sol/professional standards).	ent standards	
A2. Demonstrates essential knowledge and skills of subj	ect area.	
 A3. Demonstrates the link between the content and stud learning experiences as well as related subject area A4. Culturally Responsive Practice: Demonstrates an un content is evolving, appreciates multiple perspective potential for bias. 	s. derstanding that discipline	
B. Assessment of and for Student Learning T	he student teacher	Observation Data/ Notes
B1. Sets acceptable, measurable, and appropriate learn achievement goals for student learning.	ing outcomes and	
B2. Uses formal and informal assessment of learning outcomes.		
B3. Checks for understanding to enhance student learning.		
B4. Systemically gathers, analyzes, and uses multiple data sources by student groups and individuals to understand student learning.		
B5. Culturally Responsive Practice: Adapts assessment student needs and experiences (with attention to En students with exceptionalities, cultural awareness).		
C. Instructional Planning The student teacher		
C1. Is familiar with and uses relevant aspects of student experience, and skills.	s' background, knowledge,	
C2. Culturally Responsive Practice: Selects classroom minclusivity and plans for differentiated instruction to a characteristics of individual students (e.g., TAG/GT, race, ethnicity).	address the unique	
C3. Plans appropriate instructional strategies to meet the	e learning outcomes.	
C4. Integrates instructional technology in planning.		
C5. Integrates essential content in planning.		
C6. Plans time realistically for pacing and transitions for	content mastery.	
D. Learning Environment The student teacher		
D1. Establishes a safe physical and psychological enviro	onment for all students.	
D2. Establishes a climate of trust and teamwork.		
D3. Maintains consistent standards for positive classroo	m behavior.	
D4. Culturally Responsive Practice: Demonstrates respective to the cultural backgrounds and differing perspective		

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:

Student Teacher

Date