



College of Education

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.

Table with 2 columns: checkbox, A. Professional Knowledge | The student teacher... (A1-A4)

Table with 2 columns: checkbox, B. Assessment of and for Student Learning | The student teacher ... (B1-B5)

Table with 2 columns: checkbox, C. Instructional Planning | The student teacher... (C1-C6)

Table with 2 columns: checkbox, D. Learning Environment | The student teacher ... (D1-D4)

Observation Focus: [Empty box]

Observation Data/ Notes [Empty box]

	<b>E. Instructional Delivery   The student teacher ...</b>
	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).

	<b>F. Reflection For Student Academic Progress   The student teacher ...</b>
	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.

	<b>G. Professionalism   The student teacher ...</b>
	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.

**Observation Data/ Notes**

**Areas of Strength:**

**Areas for Growth/Goals:**

Student Teacher

Date

University Supervisor or Cooperating Teacher

Date