



# Student Teacher Observation Feedback Form

PILOT FORM: FALL 2010

Student Teacher \_\_\_\_\_ School \_\_\_\_\_ Lang/Level \_\_\_\_\_  
 Observer \_\_\_\_\_ Lesson \_\_\_\_\_ Date \_\_\_\_\_

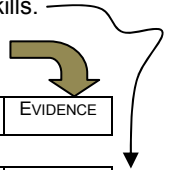
Each skill or attribute below should be rated using this scale; please put the **number** in the "rating" box next to the item.

Observed Evidence of No Skills	Below Basic		Basic			Not Observed or Observer not Qualified	Not Under Student Teacher Control	Emerging <small>This is a very rare rating.</small>
	-	+	-	On Target	+			
0	1	2	3	4	5	N/O	X	6

\* Items marked with an asterisk must be at the Basic level or the student teacher will not be recommended for licensure: in addition 75% of the other items must be at the Basic level.

The number in this column represents the observation by which the student teacher should be demonstrating Basic level skills.

Please indicate in this column the line(s) of evidence on which you base the rating: 1) observation, 2) documentary evidence in a work sample or portfolio, etc., 3) conference with the student teacher, cooperating teacher, or others.



## The student teacher is able to:

### 1. Create and maintain a positive classroom environment.

	RATING	EVIDENCE	
a. Create a physical environment in the classroom that reflects the language and cultures studied.		① ② ③	1
b. Implement classroom procedures to enhance student learning.		① ② ③	1
b. * Use target language almost exclusively and encourage students to do so also.		① ② ③	1
c. Manage student behavior.		① ② ③	3
e. * Use instructional time effectively to enhance student learning.		① ② ③	1

COMMENTS:

### 2. Plan curriculum and design instruction to enhance student learning.

a. * Demonstrate advanced proficiency in both the target language and English.		① ② ③	1
b. Teach grammar as a tool for communication. It is not the focus or the goal of the course, unit, or lesson. The teacher avoids meaningless rote drills, ensuring that all practice is meaning-based.		① ② ③	1
b. Assure that there is more student talk than teacher talk as student proficiency increases.		① ② ③	2
b. Use a variety of verbal and non-verbal strategies such as circumlocution, body language, <i>realia</i> and visuals to make language comprehensible and avoid the use of translation.		① ② ③	2
b. Use visuals, concrete objects, hands-on experiences, and context to present and practice new vocabulary.		① ② ③	3
b. Use learning experiences that address different communicative modes (i.e., interpretive, interpersonal, presentational) (i.e., listening, speaking, reading, writing) that align with curricular, unit, and lesson objectives.		① ② ③	3
c. * Provide frequent, varied classroom opportunities that lead to student autonomy of expression in unrehearsed communication within real world contexts.		① ② ③	1
c. * Implement language tasks that frequently incorporate cultural practices, products, and/or perspectives.		① ② ③	3
d. Communicate to students real world language performance goals.		① ② ③	3
f. * Use a variety of instructional materials to support language-learning objectives.		① ② ③	1
f. * Use (and provide opportunities for students to use) the appropriate technology to develop real world language and cultural competencies.		① ② ③	1

f. Use authentic materials to design tasks appropriate to the language proficiency of the learners. The teacher incorporates authentic materials that reflect cultural practices, products, and perspectives.		① ② ③	3
e. Implement instructional plans that provide evidence that students learn the inextricable link between language and culture.		① ② ③	3

COMMENTS:

**3. Engage and support all students in learning.**

d. * Incorporate into the instructional plans opportunities to use previously acquired language in a variety of contexts.		① ② ③	3
e. * Connect the various parts of the lesson in a coherent way, building toward increased ability to understand or express meaning on a given topic or theme.		① ② ③	2

COMMENTS:

**4. Assess and evaluate student learning.**

b. * Measure student language proficiency in a variety of ways that focus on what students can do with the language, not just what they know about it. The teacher gives more weight to performance assessments in grading than to measures of student knowledge about language (i.e., vocabulary and grammar). The teacher conducts formative and summative assessments that measure attainment of unit and lesson objectives in terms of language performance and cultural competence.		① ② ③	2
b. Modify instructional and assessment strategies as a result of formative and summative assessments.		① ② ③	3
d. Provide opportunities for students to assess their own language performance and cultural competence.		① ② ③	3

COMMENTS:

**SIGNATURES\***

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Student Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Student's W# (required): \_\_\_\_\_

\* an email from the student teacher acknowledging receipt of this observation feedback form is sufficient.