

FORMATIVE OBSERVATION OF CLASSROOM TEACHING PROFILE OF STUDENT TEACHING PERFORMANCE: A CONTINUUM OF PROFESSIONAL DEVELOPMENT

Student Teacher	School
Cooperating Teacher	Time/Class/Period
Topics	Date

Instructional Strategies Used \_\_\_\_\_

IF:

## A: KNOWLEDGE OF CONTENT The student teacher....

A1.	Demonstrates an understanding of appropriate content standards
	(SOL/Professional Standards)
A2.	Identifies basic principles and concepts of subject matter
A3.	Uses examples to support basic principles of content
A4.	Links content to students' prior experiences and to related subject
	areas

В: <u>F</u>	B: <u>PREPARATION FOR INSTRUCTION</u> The student teacher	
B1.	Is familiar with relevant aspects of students' background, knowledge, experiences, and skills	
B2.	Plans for the unique characteristics of individual students (i.e. TAG/GT, ESL, Special Needs, among others)	
B3.	Formulates clear learning outcomes that are appropriate for students	
B4.	Plans appropriate methods to meet the learning outcomes (i.e. technology, cooperative learning, etc.)	
B5.	Plans assessments of learning outcomes	

C: <u>I</u>	C: INSTRUCTIONAL PERFORMANCE The student teacher		
C1.	Establishes a safe physical and psychological environment		
C2.	Creates a climate of fairness and respect		
C3.	Maintains consistent standards for positive classroom behavior		
C4.	Makes procedures and outcomes clear to students		
C5.	Presents content effectively		
C6.	Models appropriate language usage		
C7.	Provides appropriate accommodations for diverse learners		
C8.	Provides opportunities for content application		
C9.	Checks for understanding using a variety of formal or informal		
	assessment techniques		
C10	. Uses instructional time effectively		

## D: <u>REFLECTION AND EVALUATION – IMPACT ON STUDENT</u> <u>LEARNING</u> The student teacher....

D1.	Provides specific evidence to document student learning
D2.	Accurately describes the strengths and weaknesses of his/her
	teaching skills in relation to student learning
D3.	Seeks and uses information from professional sources (i.e.
	cooperating teacher, colleagues, and/or research) to improve
	instruction
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D4. Indicates strategies to improve instruction

## E: PROFESSIONALISM The student teacher....

The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (Use **O** for observed, **N/0** for not observed and **N/A** for not applicable.)

- \_\_\_\_ Is responsible and dependable
- \_\_\_\_ Shows initiative
- \_\_\_\_ Exhibits the ability to make decisions
- \_\_\_\_ Demonstrates enthusiasm for teaching
- \_\_\_\_ Has compassion for students
- \_\_\_\_ Dresses appropriately
- \_\_\_\_ Demonstrates professional behavior
- \_\_\_\_ Displays mature judgment and self control

Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth

Student Teacher

Date

College Supervisor or Cooperating Teacher

Date

(white copy – Supervisor yellow copy – Student Teacher pink copy – Cooperating Teacher)

Updated 9/2009