

## Pre-Service Teacher Teaching Observation Report (P-TOR) ECE 2187 Practicum

Pre-Service Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

University Coach: \_\_\_\_\_ Observation number: 1 2 3

Mentor Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject/Class: \_\_\_\_\_ Timeframe: \_\_\_\_\_

### ACRONYM GLOSSARY

N – Never or None, S – Sometimes or Some, M – Most of the time or Many, A – Always or All  
B – Beginning, D – Developing, ME – Meets Expectations, EE – Exceeds Expectations (for a Pre-Service Teacher)

*\*Note: Pre-service teachers are not expected to enact the competencies shaded in grey, though University Coaches may choose to comment on them.*

N	S	M	A	<b>Professionalism</b> (N – Never, S – Sometimes, M – Most of the time, A – Always)
				Teacher meets expectations of attendance, punctuality, preparedness, appropriate dress, and appropriate demeanor, and demonstrates integrity and ethical behavior.
				Teacher communicates effectively, in both oral and written formats, with students, colleagues, paraprofessionals, related service personnel, and administrators.
				Teacher maintains organized and accurate records and submits requested documents and materials by stated deadlines.
				Teacher is able to cultivate professional relationships with school colleagues, and he/she is aware of professional growth opportunities within the school, district, and/or college.
				Teacher appropriately and respectfully initiates communication with and responds to communications from students' families, with the approval of his/her Mentor Teacher.
<b>Coaching Comments</b>				

**Lesson Objective(s):**

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

**Pre-Service Teacher's Role in this Lesson:**

Small Group Facilitator

Lead Teacher

				<b>Classroom Environment</b> (N - Never, S - Sometimes, M - Most of the time, A - Always)
N	S	M	A	
				Teacher treats students equitably, showing mutual respect and care.
				Teacher actively works to get to know his/her students as well as establish and maintain rapport with students.
				Teacher articulates and demonstrates high expectations for all students' achievement.
				Teacher establishes and maintains classroom procedures and routines.
				Teacher establishes and maintains clear standards of student conduct through effective management strategies.
				Teacher cultivates a culture of learning and actively works to build a community of learners within the classroom.

**Coaching Comments**

## Temple Teaching Standards Performance Indicators for a Pre-Service Teacher:

**EE = Exceeds Expectations** (*The pre-service teacher effectively incorporates this competency into his/ her lesson plan, and he/ she effectively enacts it within his/ her lesson delivery.*)

**ME = Meets Expectations** (*The pre-service teacher effectively incorporates this competency into his/ her lesson plan, and he/ she enacts this competency within his/ her lesson delivery.*)

**D = Developing** (*The pre-service teacher incorporates this competency into his/ her lesson plan and the pre-service teacher attempts to enact this competency within his/ her lesson delivery.*)

**B = Beginning** (*The pre-service teacher does not incorporate this competency into his/ her lesson plan and/ or the pre-service teacher does not attempt to enact this competency within his/ her lesson delivery.*)

√ *Pre-service teachers* enrolled in ECE 2187 Practicum usually begin within the ranges of ‘Beginning’ and ‘Developing’ on all competencies. Towards the end of the practicum semester, pre-service teachers should reach ‘Developing’ on most competencies.

B	D	ME	EE	Deep Content Understanding (DCU) - Standard Evidence
				Teacher demonstrates thorough content and pedagogical content knowledge by providing students with accurate and clear explanations, feedback, answers to questions, and clarification of misconceptions.
				Teacher includes multiple pathways to learning key concept(s), including opportunities for student practice, as well as new resources and technologies when appropriate and useful.
				Teacher differentiates content and materials while scaffolding instruction to meet the needs of <u>all</u> learners (including students with disabilities and ELLs).
				Teacher demonstrates flexibility and responsiveness in meeting the learning needs of all students in the ‘real time’ progression of the lesson.
				Teacher evaluates student learning during and at end of lesson through various checks for understanding; multiple approaches to assessment are used as appropriate.
N	S	M	A	<i>Learners demonstrate individually that they understand the content of the lesson through their explanations, responses to questions, and ability to apply their understanding to new situations.</i>
Coaching Comments				
B	D	ME	EE	DCU Standard Performance

B	D	ME	EE	<b>Coherence and Continuity (CO &amp; CO) - Standard Evidence</b>
				Teacher develops and communicates to students lesson objectives and/or learning goals that are related to content/academic standards and aligned with the lesson's assessment(s).
				Teacher designs and maintains an appropriate pace for the lesson so as to ensure students meet the lesson goals by the end of the designated timeframe.
				Teacher solicits from students their understandings of prior lesson objectives and makes connections from these to the current lesson, future lessons and/or curriculum unit.
				Teacher demonstrates lesson coherence through connected sequences and developmentally appropriate instructional steps that build understandings of the key concept(s).
N	S	M	A	<i>Learners make connections between current lesson and what they have studied in the past and are able to use those connections to further their understanding.</i>
<b>Coaching Comments</b>				
<b>B D ME EE</b>				<b>CO &amp; CO Standard Performance</b>

B	D	ME	EE	<b>Real World Connections (RW) - Standard Evidence</b>
				Teacher situates learning in real-world contexts and connects classroom instruction to students' lives and to the world beyond the classroom.
				Teacher chooses curriculum materials that represent a range of groups (i.e., racial, gender, economic class).
				Teacher taps students' personal experiences as valued resources in the lesson.
				Teacher taps students' cultural knowledge /practices as valued resources in the lesson.
N	S	M	A	<i>Learners engage in authentic learning and/or evaluative tasks and articulate how the lesson is connected to their lived experiences and/or the world beyond the classroom.</i>
<b>Coaching Comments</b>				
<b>B D ME EE</b>				<b>RW Standard Performance</b>

B	D	ME	EE	<b>Active Learning (AL) - Standard Evidence</b>
				Teacher ensures that <u>all</u> students meaningfully participate in the lesson by employing effective questioning and discussion strategies.
				Teacher facilitates student learning by doing (e.g., with manipulatives, guided inquiry, learning centers, technological tools and experiments).
				Teacher encourages students to think for themselves, to make choices, to ask questions, and to take ownership of the learning process.
N	S	M	A	<i>Learners engage in constructing knowledge and communicating it to others (e.g., small group discussions, drawings, blog entries, think/pair/share, cooperative groups).</i>
N	S	M	A	<i>Learners demonstrate their understanding through projects, reports, presentations, and student exhibitions.</i>
<b>Coaching Comments</b>				
<b>B</b>	<b>D</b>	<b>ME</b>	<b>EE</b>	<b>AL Standard Performance</b>

B	D	ME	EE	<b>Critical and Creative Thinking (CR &amp; CR) - Standard Evidence</b>
				Teacher models critical and creative thinking, inquiry, and reflection for students as important and explicit components of the learning process.
				Teacher creates a classroom environment that promotes risk-taking and inspires learners to develop original and unique ideas.
				Teacher asks open-ended questions that have no pre-established answers, which enables learners to respond creatively.
N	S	M	A	<i>Learners raise questions, ask for clarification, or pose alternative possibilities about lesson content (to teacher or classmates).</i>
N	S	M	A	<i>Learner participation and work demonstrate movement towards higher order or innovative thinking (e.g., taking positions, seeing point of view, recognizing patterns, comparing/contrasting and identifying biases).</i>
<b>Coaching Comments</b>				
<b>B</b>	<b>D</b>	<b>ME</b>	<b>EE</b>	<b>CR &amp; CR Standard Performance</b>

B	D	ME	EE	<b>Teacher's Reflective Thinking (RT) - Standard Evidence</b>
				Teacher welcomes constructive feedback from others.
				Teacher plans for and collects student work/data to systematically analyze the effects of his/her teaching in order to adjust and improve it as well as guide future inquiries.
				Teacher is able to describe and explain teaching principles, research, and theory, and determine how and why such knowledge works to enhance students' performance.
				Teacher accurately identifies challenges in his/her practice and determines the appropriate actions and resources needed to address those challenges.
				Teacher demonstrates self-awareness and awareness of the political and social contexts that influence schooling.
N	S	M	A	<i>Learners provide feedback to teacher about their own learning and participate in classroom evaluations.</i>
<b>Coaching Comments</b>				
B	D	ME	EE	<b>RT Standard Performance</b>

<b>Comments on Evidence of Pre-Service Teacher's Progress</b>	
<b>Additional / General Comments</b>	