

**The University of Toledo  
College of Education  
Student Teacher Observation Form**

<b>Candidate</b>	<b>SS#</b>	
<b>Reviewer</b>	<b>Date of Observation and Conference</b>	<b>Observation #</b>
<b>Site</b>	<b>Cooperating Teacher</b>	<b>Grade Level/Content</b>

**Context of Classrooms – One Part of Criteria A1** *Candidate fills out this information! (Depends on program the number of times this page is filled out.)*

Attach a floor plan of the classroom with items labeled.

How many students in this classroom? Males \_\_\_\_ Females \_\_\_\_ Total \_\_\_\_

What are the exceptionalities (special needs, gifted, visual or hearing impaired, etc.) of the students in the classroom?

What type of needs do these students have in general?

List some of the specific classroom routines, procedures, and rules of the classroom

**Student Teacher Signature** \_\_\_\_\_ **College Supervisor** \_\_\_\_\_

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**Check each descriptive that applies. Add evidence and/or suggestions as needed.**

Domain D	Evidence and/or Suggestions	Rating
<b>D1 <i>Reflects on the extent to which the learning goals were met</i></b>  <input type="checkbox"/> Shares accurate recollections with strengths and weaknesses <input type="checkbox"/> Determines if learning was achieved <input type="checkbox"/> Uses specific examples to support judgments <input type="checkbox"/> Explains changes in plans <input type="checkbox"/> Tells how the results will be used to plan and improve <input type="checkbox"/> Commits to reflection, assessment, and learning as a on going process		<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
<b>D2 <i>Demonstrates a sense of efficacy</i></b>  <input type="checkbox"/> Supports students who are not meeting learning goals <input type="checkbox"/> Uses resources for adjusting or supporting learning <input type="checkbox"/> Suggests other possible actions to support learning		<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
<b>D3 <i>Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students</i></b>  <input type="checkbox"/> Collaborates with colleagues to coordinate learning activities or address other concerns <input type="checkbox"/> Integrates lessons (content areas, specials, social and personal issues) <input type="checkbox"/> Demonstrates a knowledge of resources available		<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
<b>D4 <i>Communicates with parents or guardians about student learning</i></b>  <input type="checkbox"/> Knows a variety of forms of communications <input type="checkbox"/> Uses several forms of communication <input type="checkbox"/> Communicates successes as well as concerns		<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
<b>D5 <i>Professional Dispositions</i></b> <input type="checkbox"/> Regular attendance <input type="checkbox"/> Dependable <input type="checkbox"/> Punctual <input type="checkbox"/> Responsible <input type="checkbox"/> Appropriate role model <input type="checkbox"/> Professional appearance <input type="checkbox"/> High ethical standards <input type="checkbox"/> Grammar and vocabulary <input type="checkbox"/> Responsive to constructive feedback/suggestions <input type="checkbox"/> Respects privacy of students and confidentiality of information		<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>

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Check each descriptive that applies. Add evidence and/or suggestions as needed.

Domain A	Evidence and/or Suggestions	Rating
	<p><b>A1</b> <i>Becomes familiar with relevant aspects of students' background knowledge and experiences</i></p> <p><input type="checkbox"/> Knows how to obtain information</p> <p><input type="checkbox"/> Uses a variety of ways</p> <p><input type="checkbox"/> Understands the importance of becoming familiar with students' experiences</p>	<p><input type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><input type="checkbox"/> <b>Not Observed</b></p>
<p><b>Lesson Plan Criteria</b></p>	<p><b>Lesson Plan Criteria</b></p>	
	<p><b>A2</b> <i>Articulates clear learning goals for the lesson that are appropriate to the students</i></p> <p><input type="checkbox"/> Writes clear learning goals</p> <p><input type="checkbox"/> Writes goal(s) rather than activities</p> <p><input type="checkbox"/> Writes rationale for goal(s)</p>	<p><input type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><input type="checkbox"/> <b>Not Observed</b></p>
	<p><b>A3</b> <i>Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future</i></p> <p><input type="checkbox"/> Explains connections to previous and/or future lessons</p> <p><input type="checkbox"/> Explains where this lesson fits into the structure of the discipline</p>	<p><input type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><input type="checkbox"/> <b>Not Observed</b></p>
	<p><b>A4</b> <i>Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with goals of the lesson</i></p> <p><input type="checkbox"/> Aligns methods, activities, materials, and resources with goals of the lesson</p> <p><input type="checkbox"/> Uses appropriate methods, activities, materials, and resources for all students</p>	<p><input type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><input type="checkbox"/> <b>Not Observed</b></p>
	<p><b>A5</b> <i>Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson</i></p> <p><input type="checkbox"/> Uses and aligns a variety of evaluation strategies with the goal(s) of the lesson</p> <p><input type="checkbox"/> Uses appropriate evaluation strategies for students</p> <p><input type="checkbox"/> Describes how to use results for future planning</p>	<p><input type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><input type="checkbox"/> <b>Not Observed</b></p>

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<b>Domain B</b>	<b>Evidence and/or Suggestions</b>	<b>Rating</b>
Treats students fairly Encourages and models fairness Values diversity Access to learning for all Shows respect for students' varied talents and perspectives	<b>B1</b> <i>Creates a climate that promotes fairness</i>	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
Attempts to establish rapport Is warm, concerned, sincere Smiles, makes eye contact, listens Shows interest in students	<b>B2</b> <i>Establishes and maintains rapport with students</i>	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
Knows all students can learn Knows high standards that are within reach Communicates challenging learning expectations to each student either explicitly or implicitly	<b>B3</b> <i>Communicates challenging learning expectations to each student</i>	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
Has behavior standards and respect Responds to behavior Attempts to respond to disruptive behavior with consistency and success	<b>B4</b> <i>Establishes and maintains consistent standards of classroom behavior</i>	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
Makes classroom and school a safe place to be Uses the environment as a resource and accommodates students' needs	<b>B5</b> <i>Makes the physical environment as safe and conducive to learning as possible</i>	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>

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<b>Domain C</b>	<b>Evidence and/or Suggestions</b>	<b>Rating</b>
Objectives are clear and accurately communicated Instructional Procedures are clear and accurately communicated	<b>C1</b> Makes learning goals and instructional procedures <b>clear</b> to students	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
Teaches accurate content in the discipline area Structures activities in logical and coherent manner Shows connections to past and future learning	<b>C2</b> Makes content <b>comprehensible</b> to students	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
Encourages critical thinking and problem solving Uses open-ended questions Encourages extending content	<b>C3</b> Encourages students to <b>extend</b> their thinking	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
Monitors student understanding Provides feedback (verbal and non verbal) Adjusts activities as necessary Uses the teachable moment Allows for wait time when posing questions	<b>C4</b> <b>Monitors</b> students' understanding of content through a <b>variety of means, provides feedback</b> to students to assist learning, and <b>adjusts learning activities</b> as the situation demands	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>
Time on task and instruction are effective Non-instructional procedures are efficient Paces activities appropriately Minimum interruptions	<b>C5</b> Uses instructional time <b>effectively</b>	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Observed</b>

