

## OBSERVATION FORM (ST-02)

**Student Teacher:** \_\_\_\_\_ **Grade/Subject:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Observer:** \_\_\_\_\_ **Number of Students:** \_\_\_\_\_  
**Duration of Observation:** \_\_\_\_\_

Performance Standard	Evidence Observed
<p><b>I: Professional Knowledge: The student teacher demonstrated an understanding of the curriculum, subject content, and the developmental needs of student by providing relevant learning experiences.</b></p> <p> <b>1:</b> Addressed appropriate curriculum standards.  <b>2:</b> Integrated key content elements and facilitated students' use of higher level thinking skills in instruction.  <b>3:</b> Demonstrated ability to link present content with past and future learning experiences, other subject areas, and real world experiences and application  <b>4:</b> Demonstrated an accurate knowledge of the subject matter.  <b>5:</b> Demonstrated skills relevant to the subject area(s) taught.  <b>6:</b> Based instruction on goals that reflected high expectations and an understanding of the subject.  <b>7:</b> Demonstrated an understanding of the intellectual, social, emotional, and physical development of the age group.  <b>8:</b> Communicated clearly and checked for understanding.         </p>	
<p><b>II: Instructional Planning: The student teacher planned using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</b></p> <p> <b>1:</b> Used student learning data to guide planning.  <b>2:</b> Planned time realistically for pacing, content mastery, and transitions.  <b>3:</b> Planned for differentiated learning.  <b>4:</b> Aligned lesson objectives to the school's curriculum and student learning needs.  <b>5:</b> Developed appropriate long- and short-range plans and adapted plans when needed.         </p>	

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<p><b>III: Instructional Delivery: The student teacher effectively engaged students in learning by using a variety of instructional strategies in order to meet individual learning needs.</b></p> <p><b>1:</b> Engaged and maintained students in active learning. <b>2:</b> Built upon students' existing knowledge and skills. <b>3:</b> Differentiated instruction to meet the students' needs. <b>4:</b> Reinforced learning goals consistently throughout lessons. <b>5:</b> Used a variety of effective instructional strategies and resources. <b>6:</b> Used instructional technology to enhance student learning. <b>7:</b> Communicated clearly and checked for understanding.</p>	
<p><b>IV: Assessment of and for Student Learning: The student teacher systematically gathered, analyzed, and used all relevant data to measure student academic progress, guided instructional content and delivery methods, and provided timely feedback to both students and parents throughout the placement.</b></p> <p><b>1:</b> Used pre-assessment data to develop expectations for students, to differentiate instruction and to document learning. <b>2:</b> Involved students in setting learning goals and monitoring their own progress. <b>3:</b> Used a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. <b>4:</b> Aligned student assessment with established curriculum standards and benchmarks. <b>5:</b> Used assessment tools for both formative and summative purposes and used grading practices that report final mastery in relationship to content goals and objectives. <b>6:</b> Used assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. <b>7:</b> Gave constructive and frequent feedback to students on their learning.</p>	

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<p><b>V: Learning Environment: The student teacher used resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</b></p> <p><b>1:</b> Arranged the classroom to maximize learning while providing a safe environment</p> <p><b>2:</b> Established clear expectations for student input, for classroom rules and procedures early in the placement, and enforced them consistently and fairly.</p> <p><b>3:</b> Maximized instructional time and minimized disruptions.</p> <p><b>4:</b> Established a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.</p> <p><b>5:</b> Promoted cultural sensitivity.</p> <p><b>6:</b> Respected students' diversity, including language, culture, race, gender, and special needs.</p> <p><b>7:</b> Actively listened and paid attention to students' needs and responses.</p> <p><b>8:</b> Maximized instructional learning time by working with students individually as well as in small groups or whole groups.</p>	
<p><b>VI: Professionalism: The student teacher maintained a commitment to professional ethics, communicated effectively, and took responsibility for and participated in professional growth.</b></p> <p><b>1:</b> Collaborated and communicated effectively within the school community to promote students' well-being and success.</p> <p><b>2:</b> Adhered to federal and state laws, school and division policies, and ethical guidelines.</p> <p><b>3:</b> Incorporated learning from professional growth opportunities into instructional practice.</p> <p><b>4:</b> Set goals for improvement of knowledge and skills.</p> <p><b>5:</b> Engaged in activities outside the classroom for school and student enhancement.</p> <p><b>6:</b> Worked in a collegial and collaborative manner with administration, other school personnel, and the community.</p> <p><b>7:</b> Built positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.</p> <p><b>8:</b> Served as a contributing member of the school's professional learning community through collaboration with teaching colleagues.</p> <p><b>9:</b> Demonstrated consistent mastery of standard oral and written English in all communication.</p>	

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<p><b>VII: Student Academic Progress: The student teacher’s work resulted in acceptable, measurable, and appropriate student academic progress.</b></p> <p><b>1:</b> Taught students based on the acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data set by the cooperating teacher.</p> <p><b>2:</b> Documented the progress of each student throughout the student teaching placement.</p> <p><b>3:</b> Provided evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.</p> <p><b>4:</b> Used available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.</p>	<p><b>NB:</b> Student teachers are to be aware of the requirements set forth by the State Department of Education as stated in Performance Standard 7: Student Academic Progress. They are not, however, to be scored on this section.</p>

**General Comments:**

\_\_\_\_\_  
Cooperating Teacher **or** University Supervisor (signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher **or** University Supervisor (printed)

\_\_\_\_\_  
Student Teacher (signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Teacher (printed)