

Student Observation Feedback Form

Teacher Candidate: _____

Site Teacher Educator: _____

School: _____

Date and Time: _____

Observation: _____

University Supervisor: _____

Standards	Comments and Suggestions
<p>1: Learner Development</p> <ul style="list-style-type: none"> • Students' background knowledge and experience • Learning expectations • Make content comprehensible • Communication with parents or guardians 	
<p>Conference Questions</p>	<p>How did your lesson build on students' prior knowledge? How did you adapt your lesson for language learners? What communication have you had with parents?</p>
<p>2: Learning Differences</p> <ul style="list-style-type: none"> • Learning Goals • Connections with the content knowledge • Teaching methods and learning activities • Extend thinking 	
<p>Conference Questions</p>	<p>How did this lesson address diverse learning strengths and needs (i.e. needs of language learners, students of color, special ed, gifted, etc.)?</p>
<p>3: Learning Environments</p> <ul style="list-style-type: none"> • Fairness • Rapport with students • Physical environment (e.g., proximity, cuing, desists, routines). • Instructional time • Learning Goals 	
<p>Conference Questions</p>	<p>What routines do you use to maximize instructional time?</p>

<p>4: Content Knowledge</p> <ul style="list-style-type: none"> • Connections with the content knowledge • Extend thinking • Clear learning goals and instructional procedures • Make content comprehensible 	
<p>Conference Questions</p>	
<p>5: Assessment</p> <ul style="list-style-type: none"> • Evaluation strategies • Monitor understanding of content • Reflection • A sense of Efficacy 	
<p>Conference Questions</p>	<p>What non-verbal feedback do you give to students? How do you adjust assessments for students? How do you use information from assessments to adapt your instruction? How do you incorporate multiple and diverse sources into your instruction?</p>
<p>6: Instructional Planning</p> <ul style="list-style-type: none"> • Learning Goals • Make content comprehensible • Clear learning goals and instructional procedures 	
<p>Conference Questions</p>	
<p>7: Instructional Strategies</p> <ul style="list-style-type: none"> • Teaching methods and learning activities • Evaluation strategies 	
<p>Conference Questions</p>	<p>How do you adjust instruction based on student responses?</p>
<p>8: Conference Questions</p>	<p>How do you use reflection to inform your instruction? What is your professional learning plan? In what ways do you collaborate with colleagues?</p>
<p>9: Conference Questions</p>	<p>In what ways do you participate in your school? How do you contribute to student success overall? How are you improving your knowledge and skill base?</p>
<p>10: Conference Questions</p>	<p>Are you familiar with laws and requirements for teachers?</p>
<p>Strengths</p>	<p>1) 2) 3)</p>
<p>Goals</p>	<p>1) 2)</p>

Class Procedures

Standards and Rubric

Standard 1: Learner Development

- Students' background knowledge and experience: *Take into account the prior knowledge of your students before you teach any new concept.*
- Learning expectations: *Setting out clear goals that need to be achieved by the end of the lesson or by the end of the unit/topic.*
- Make content comprehensible: *Especially for English language learners and students receiving special education support.*
- Communication with parents or guardians: *Convey student performance to parents/caregivers. May be accomplished through phone calls, conferences notes home, community participation.*

Standard 2: Learning Differences

- Learning Goals: *Develop objectives for every class. Describe these objectives to students at the beginning of the lesson.*
- Connections with the content knowledge: *Discuss how content is applied broadly.*
- Teaching methods and learning activities: *include a range of pedagogical approaches (e.g., think-pair-share, group activities, inquiry-based learning).*
- Extend thinking: *Applying concepts to real world scenarios.*

Standard 3: Learning Environments

- Fairness: *All students should be treated with dignity and respect.*
- Rapport with students: *Related to fairness (above); build relationships with each student.*
- Physical environment: *Create an environment that is focused, lacks distractions (side talking and speaking over others) and encourages engagement.*
- Instructional time: *Keep track of the time; your agenda/objectives should not be that widespread that you cannot cover them in a period.*
- Learning Goals: *Set up some objectives for every class that you are going to teach. You may describe these objectives to the students when they enter your class or during the class.*

Standard 4: Content Knowledge

- Connections with the content knowledge: *You may talk about other scenarios where your taught content can be applied.*
- Extend thinking: *Applying concepts to real world scenarios*
- Clear learning goals and instructional procedures: *Related to setting up objectives for each class or a weekly agenda*
- Make content comprehensible: *Especially to English language learners and special education students*

Standard 5: Assessment

- Evaluation strategies: *Some form of assessment that informs you that you accomplished the objectives set out at the start of the class. Examples: exit tickets, KWLA charts*
- Monitor understanding of content: *Related to evaluation strategies in domain A. Examples: asking questions while working on problems, asking students to work on additional problems, asking students to complete the problem, using exit tickets and KWLA charts to monitor understanding.*
- Reflection: *Keeping in mind the questions raised by your students and your instructional style, think about ways you would want to change the lesson both within the context of the lesson and if you plan to teach it in the future.*
- A sense of Efficacy: *What are your beliefs regarding students' potential? How are these beliefs manifest?*
 - Communication with parents or guardians: *Convey student performance to parents/caregivers. May be accomplished through phone calls, conferences notes home, community participation.*

Standard 6: Instructional Planning

- Learning Goals: *Set up content and language objectives for every class. Describe these objectives at the beginning of class.*
- Make content comprehensible: *Focus specifically on the needs of English language learners and students receiving special education support.*
- Clear learning goals and instructional procedures: *Related to setting up objectives for each class or a weekly agenda*

Standard 7: Instructional Strategies

- Teaching methods and learning activities: *include a range of pedagogical approaches (e.g., think-pair-share, group activities, inquiry-based learning) that inculcate understanding/reinforcing of concepts in students.*
- Evaluation strategies: *Varied forms of assessment that inform whether you have accomplished daily objectives. Examples: exit tickets, KWLA charts*

Standard 8: Reflection and Continuous Growth

- Reflection: *Keeping in mind the questions raised by your students and your instructional style, think about ways you would change the lesson in the future*
- A sense of Efficacy: *What are your beliefs regarding students' potential? How are these beliefs manifest?*

Standard 9: Leadership and Collaboration

- Professional relationships: *Discussing teaching with your site teacher; asking and receiving feedback.*
- Communication with parents or guardians *Convey student performance to parents/caregivers. May be accomplished through phone calls, conferences notes home, community participation.*

Standard 10: Professional and Ethical Behavior

- Professional relationships: *Discussing teaching with your site teacher; asking and receiving feedback.*