

**Plymouth State University  
Health Education Teacher Certification  
Student Teaching Observation**

<b>Teacher Candidate:</b>	<b>Setting:</b>	<b>Learning Experience:</b>			
<b>Observer/Evaluator (underline):</b> Clinical Faculty    Coop Teacher			<b>Date:</b>	<b>Time:</b>	
<p>The rating scale below (Levels of Competence) will provide guidance for quantifying the demonstrated competencies on the teacher candidate. <b>For each section, CIRCLE the level of competence demonstrated by the teacher candidate and WRITE COMMENTS in the space provided. Be sure to indicate any areas not evident during observation.</b></p>					
<b>Teaching Performance Levels – Levels of Competence</b>					
<b>Rating</b>	<b>Description</b>	<b>Rating</b>	<b>Description</b>		
NA (U)	Did not observe or Not Applicable	2 (U)	Appropriate teaching behaviors are beginning to emerge, but are inconsistent		
0 (U)	Performance represented a complete lack of understanding of appropriate teaching behaviors	3 (A)	Appropriate teaching behaviors are evident and consistently demonstrated		
1 (U)	Some understanding of appropriate teaching behaviors is evident, but very limited	4 (T)	Teaching behaviors are consistently excellent.		
<b>(U) = Unacceptable; (A) = Acceptable; (T) = Target</b>					
<b>I. Start of Class:</b> Facility is set-up; establishes rapport with students, starts on time, attendance, pre-instructional activity, administrative tasks are completed effectively and efficiently. There is a clear review of and connection made to previous lesson(s). A smooth transition with administrative functions related to lesson (i.e. homework collection).			4	<b>3</b>	2    1    0    NA
<b>Comments:</b>					
<b>II. Lesson Presentation:</b>					
▪ Clearly identifies lesson standards/guidelines/objectives and task/s			4	<b>3</b>	2    1    0    NA
▪ Demonstrates accurate and effective skills (peer, video, teacher)			4	<b>3</b>	2    1    0    NA
▪ Demonstrates a firm foundation of knowledge in a variety of content areas in discipline			4	<b>3</b>	2    1    0    NA
▪ Uses clear, specific directions and teaching cues			4	<b>3</b>	2    1    0    NA
▪ Uses current resources within lesson			4	<b>3</b>	2    1    0    NA
▪ States clear goal for student practice			4	<b>3</b>	2    1    0    NA
▪			4	<b>3</b>	2    1    0    NA
▪ Incorporates diverse instructional strategies (direct – indirect)			4	<b>3</b>	2    1    0    NA
▪ Uses tone, volume and clarity of voice are appropriate to the situation			4	<b>3</b>	2    1    0    NA
▪ Uses appropriate vocabulary and grammar			4	<b>3</b>	2    1    0    NA
▪ Avoids word repetition, use of fillers, excessive verbiage, etc.			4	<b>3</b>	2    1    0    NA
<b>Comments:</b>					

<b>III. Management:</b> Students know where to go and what to do; smooth transitions between activities; maintains lesson flow with appropriate reactions to disruptions; recognizes those “being good”; uses time efficiently; maximizes participation; uses available equipment/supplies and space effectively and efficiently.	4	<b>3</b>	2	1	0	NA
<b>Comments:</b>						
<b>IV. Feedback:</b>						
▪ Uses various types of appropriate feedback (verbal, non-verbal; to individual/groups; per-trial; faded; summary;)	4	<b>3</b>	2	1	0	NA
▪ Provides ample specific, neutral, positive feedback	4	<b>3</b>	2	1	0	NA
▪ Provides feedback at various times in the learning process	4	<b>3</b>	2	1	0	NA
▪ Provides knowledge of results; knowledge of performance; and augmented feedback at appropriate times	4	<b>3</b>	2	1	0	NA
▪ Links to lesson objectives	4	<b>3</b>	2	1	0	NA
<b>Comments:</b>						
<b>V. Supervision and Class Control:</b> Moves around area, positions self where a majority of students can be seen and has few behind (Back to Wall); is aware of all students; prevents misbehavior by using appropriate management; identifies behavior plan/rubric; praises appropriate behavior.	4	<b>3</b>	2	1	0	NA
<b>Comments:</b>						
<b>VI. Teaching/Learning Climate:</b> instructs with enthusiasm and involvement, uses equitable language, works toward a learning environment favorable to open inquiry, devoid of ridicule; avoids stereotyping; uses effective strategies to deal with inappropriate remarks made by others, shows respect for students and promotes student respect for one another.	4	<b>3</b>	2	1	0	NA
<b>Comments:</b>						

<p><b>VII. Assessment:</b> Uses appropriate ongoing informal and formal assessment techniques; assessment methods take into account individual differences; students provided with adequate practice to improve learning; assessment imbedded into instruction; standards-based; interprets results in order to improve instruction, identifies level of student performance and progress towards objectives and standards/guidelines (assessments linked to objectives); assesses own lessons during and after completion and makes appropriate adjustments.</p>	<p>4    <b>3</b>    2    1    0    NA</p>
<p><b>Comments:</b></p>	
<p><b>VIII. Closure:</b> Efficient collection of equipment/supplies; reviews lesson (content/concepts) with student and establishes connections to lesson objectives/standards/guidelines; conducts orderly dismissal; uses demonstration; states what will happen in next lesson; includes, when necessary, announcements: reminders (homework, etc.); special events, etc.</p>	<p>4    <b>3</b>    2    1    0    NA</p>
<p><b>Closure:</b></p>	
<p><b>IX. Lesson Planning:</b> Identifies standards and guidelines; relates clear objectives to standards; uses detailed lesson plan/s; incorporates sound progression of learning activities; provides meaningful developmentally appropriate practice tasks; designs instruction to be inclusive and provides appropriate challenge levels for all students; uses language appropriate to age and development; fosters students' creative and critical thinking, cites resources</p>	<p>4    <b>3</b>    2    1    0    NA</p>
<p><b>Comments:</b></p>	
<p><b>Overall Lesson Strengths:</b></p>	
<p><b>Suggested Improvement Goals:</b></p>	
<p><b>After review of this observation, Student Teacher should attach a reflection/response to Observation and identify specific strategies (in consultation with Cooperating Teacher) to address suggested improvement goals. This should be sent to PSU Clinical Faculty within one week of observation date.</b></p>	

<b>PSU Clinical Faculty Signature (if primary observer):</b>	<b>Date:</b>
<b>Student Teacher Signature:</b>	<b>Date:</b>
<b>Cooperating Teacher Signature:</b>	<b>Date:</b>