

## STUDENT TEACHING OBSERVATION

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Course/Subject: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Observation: 1 2 3 4

Observation Date: \_\_\_\_\_ Observation Time: \_\_\_\_\_ Conference Time: \_\_\_\_\_

<small>Reference: INTASC/NETS-T Standards/NH DOE Standards</small> <b>Standard 1– Subject Matter (ED 610.02 B, C).</b> The student teacher demonstrated clear understanding of the subject being taught and the lesson helped make the subject meaningful for students. Possible indicators:	
<ul style="list-style-type: none"> <li>• Provides a clear and focused instructional objective</li> <li>• Engages students in lesson</li> <li>• Presents content in a logical, sequential manner</li> <li>• Provides context and activates prior knowledge</li> <li>• Incorporates interdisciplinary connections</li> <li>• Other:</li> </ul>	
Comments:	
<b>Standard 2 – Student Learning (ED 610.04, D, E, G).</b> The lesson was a learning opportunity in support of students’ intellectual, social and personal development, and critical life skills. The lesson instructional strategies challenged critical life skills and dispositions. Overall, candidate provides opportunity to apply knowledge, skills, and understandings to relevant problems and challenges. Possible indicators:	
Provides opportunities for learners to apply knowledge and skills: <ul style="list-style-type: none"> <li>• Participate in group decision-making</li> <li>• Apply prior knowledge to new problems</li> <li>• Engage in germane discussion with peers</li> <li>• Accept multiple points of view respectfully</li> <li>• Generate original ideas, explanations, hypotheses, interpretations, and/or solutions to problems</li> <li>• Display engagement and involvement with sustained attention</li> <li>• Offer logical explanations for answers and conclusions</li> <li>• Integrate personal experiences into responses</li> <li>• Think before responding</li> <li>• Elaborate upon ideas</li> <li>• Improvise during creative process</li> <li>• Brainstorm ideas with fluency and confidence</li> <li>• Generate individualized ideas and work</li> <li>• Listen respectfully to one another during discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Offer appropriate assistance to others</li> <li>• Utilize one another as resources</li> <li>• Display flexibility of thought</li> <li>• Apply planning and time management skills</li> <li>• Apply close observation skills</li> <li>• Use decision-making strategies as part of problem-solving process</li> <li>• Utilize processes for refining, developing, and revising ideas</li> <li>• Communicate effectively and courteously</li> <li>• Participate constructively in collaborative activities</li> <li>• Provide opportunities for learners to develop and demonstrate disposition:               <ul style="list-style-type: none"> <li>○ Display “I can” attitudes as learners</li> <li>○ Display empathy /consideration for others</li> <li>○ Display inclusive and respectful attitudes to all members of the class community</li> <li>○ Engage in creative and intellectual risk-taking</li> <li>○ Exhibit awareness of one another’s feelings</li> </ul> </li> <li>• Other:</li> </ul>
Comments:	

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**Standard 3 – Diverse Learners (ED 610.01, 05 and 07, A, E, G).** The lesson reflected the diverse learning styles among students and was adapted to the diverse backgrounds and exceptionalities of students. Possible indicators:

- Collaborates with classroom paraprofessionals to meet student’s learning needs
- Utilizes a wide range of appropriate materials, instructional strategies, services, and resources to provide differentiated instruction for students
- Plans modifications based on individual student needs
- Makes use of diverse instructional strategies to meet needs of individual students
- Makes use of diverse resource materials to meet needs of individual students
- Other:

Comments:

**Standard 4 – Instructional Strategies (ED 610.02 E, F).** The student teacher used a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills. Possible indicators:

- Utilizes a variety of instructional strategies
- Blends group structure and individualization
- Integrates multiple modalities
- Creates opportunities for student problem solving
- Provides opportunities for the student to attempt, demonstrate, and review performance skills specific to content area
- Uses convergent (low level) and divergent (higher level) questioning routines
- Blends structured and open-endedness
- Other:

Comments:

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**Standard 5 – Learning Environment (ED 610.07 and 08, A, D, G).** The student teacher has created a learning environment encouraging positive social interaction, active engagement in learning and self-reflection. Possible indicators:

- Establishes class greetings, transitions, and routines
- Greets individuals and whole class with warmth and enthusiasm
- Promotes collective and individual responsibility
- Communicates clear behavior expectations
- Utilizes preventions and interventions
- Provides clear and fair consequences
- Provides feedback that builds student self awareness
- Maintains order and safety
- Promotes and models respect for diverse thinking
- Enables students to share ideas, feelings, and personal view points during discussion without being ridiculed or embarrassed
- Other:

Comments:

**Standard 6 – Communication and Technology (ED 610.02, H, M).** The student teacher used effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and interaction in the classroom. Possible indicators:

- Engages and motivates students through body language and verbal tone
- Moderates flow and sequence of discussion
- Asks questions that encourage inquiry and reflection
- Listens to and incorporates student responses
- Uses appropriate vocabulary
- Modulates volume, tone, and inflection
- Communicates with poise and confidence
- Uses technology appropriately for research, communication, and/or instructional enhancement
- Other:

Comments:

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<b>Standard 7 – Planning Instruction (ED 610.02 B, C, E, F).</b> The student teacher was well prepared for the lesson. Possible indicators:
<ul style="list-style-type: none"><li>• Incorporates state and national standards</li><li>• Selects developmentally-appropriate themes and subject matter</li><li>• Identifies clear learning objectives for each lesson</li><li>• Links daily plans to broader unit or curriculum</li><li>• Reveals efficacy of planning through instruction</li><li>• Facilitates learner’s abilities to generalize, integrate, and extend content area information and concepts</li><li>• Plans in consultation with school faculty</li><li>• Other:</li></ul>
<b>Comments</b>
<b>Standard 8 – Assessment (ED 610.02 A, D).</b> The student teacher did or will use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student. Possible indicators:
<ul style="list-style-type: none"><li>• Incorporates opportunities for reflection and sharing into each lesson</li><li>• Performs ongoing evaluation of student work to determine and individualize learning needs</li><li>• Designs and implements formal and/or informal assessments</li><li>• Other:</li></ul>
<b>Comment</b>
<b>Standard 9 – Reflection and Professional Development (ED 610.02 J, K).</b> The student teacher demonstrated critical reflection about the effects of pedagogical choices and actions on students, and has seen this observation as an opportunity for professional growth. Possible indicators:
<ul style="list-style-type: none"><li>• Evaluates the effects of his/her choices and actions on others</li><li>• Uses a variety of resources to develop as a reflective practitioner</li><li>• Uses a reflective cycle involving teaching, setting goals, and implementing change</li><li>• Engages in critical reflection and analysis addressing pedagogical choices and impact on students</li><li>• Other:</li></ul>
<b>Comments:</b>

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<b>Standard 10 – Professional Relationships and Ethics (ED 610.02 L, N).</b> The student teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being. Possible indicators:
<ul style="list-style-type: none"><li>• Communicates effectively with cooperating teacher about lesson plan</li><li>• Communicates effectively with cooperating teacher about goals for students</li><li>• Communicates effectively with paraprofessional(s) about goals for students (if applicable)</li><li>• Displays professional conduct in relationships with cooperating teacher and other school personnel</li><li>• Dresses professionally</li><li>• Speaks respectfully of students’ families and community</li><li>• Other:</li></ul>
Comments:
Additional Comments:

Clinical Faculty \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_  
Signature