bsulogoBemidji State University UNIVERSITY SUPERVISOR

\*Where the edTPA Rubrics overlap with ST Observations

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| **Observations** | |
|  | Observation 1 |
|  | Observation 2 |
|  | Observation 3 |
|  | Observation 4 |
|  | Observation 5 |

Observation

Student Teacher: Semester Date

ISD#/School/City Grade & Subject

Cooperating Teacher University Supervisor Performance Scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Deficient in performance and understanding the concepts underlying components/domain | Deficient in performance and understanding still present, however candidate is making efforts to improve performance | Demonstrates understanding of concepts in a domain and attempts to implement elements. However, *implementation is not always achieved or successful.* | Demonstrates understanding of concepts underlying the components in a domain and *generally implements them well*. | Demonstrates specific understanding of concepts underlying components in domain *and implements elements consistently at high level*; already shows attributes of accomplished practice. |

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| **Domain 1: Planning and Preparation** | **1** | **2** | **3** | **4** | **5** |
| **A. Demonstrating Knowledge of Content and Pedagogy**  - Knowledge of content, prerequisite relationships, content-related pedagogy Standards: 4A, 4B, 7B and 7F (edTPA Rubric 1) |  |  |  |  |  |
| **B. Demonstrating Knowledge of Students**  - Knowledge of characteristics of age group, students’ varied approaches to learning, students’ skills and knowledge, students’ interests and cultural heritage  Standards: 6G and 8I (edTPA Rubrics 2&4) |  |  |  |  |  |
| **C. Selecting Instructional Goals**  **-** Value, clarity, suitability for diverse students, balance Standards: 2E, 3M, 4A and 8H (edTPA Rubric 2) |  |  |  |  |  |
| **D. Demonstrating Knowledge of Resources**  **-** Resources for teaching and students Standards: 5Q, 8A and 10J  (edTPA Rubric 3) |  |  |  |  |  |
| **E. Designing Coherent Instruction**  - Learning activities, instructional materials and resources, instructional groups, lesson and unit structure  Standards: 2F, 5R, 7F and 7G (edTPA Rubric 1) |  |  |  |  |  |
| **F. Assessing Student Learning**  - Congruence with instructional goals, criteria and standards, use for planning Standards: 8F, 8G, 8H and 8I (edTPA Rubric 5) |  |  |  |  |  |
| **Comments on Domain 1: Planning and Preparation** | | | | | |
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| **Domain 2: The Classroom Environment** | **1** | **2** | **3** | **4** | **5** |
| **A. Creating an Environment of Respect and Rapport**  **-** Teacher interaction with students, student interaction Standards: 5H and 5I (edTPA Rubric 6) |  |  |  |  |  |
| **B. Establishing a Culture for Learning**  **-** Importance of the content, student pride in work, expectations for learning and achievement  Standards: 3Q and 7B (edTPA Rubric 6) |  |  |  |  |  |
| **C. Managing Classroom Procedures**  **-** Management of instructional groups, transitions, materials and supplies, performance of non-instructional duties, supervision of volunteers and paraprofessionals  Standards: 5E and 5L (edTPA Rubric 6) |  |  |  |  |  |
| **D. Managing Student Behavior**  **-** Expectations; monitoring & response to student misbehavior Standards: 5K and 8K |  |  |  |  |  |
| **E. Organizing Physical Space**  **-** Safety and arrangement of furniture; accessibility to learning and use of physical resources Standards: 5N and 5O |  |  |  |  |  |
| **Comments on Domain 2: The Classroom Environment** | | | | | |
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| **Domain 3: Instruction** | **1** | **2** | **3** | **4** | **5** |
| **A. Communicating clearly and accurately**  - Directions and procedures; Oral and written language Standards: 6D and 6F (edTPA Rubrics 7,8,9) |  |  |  |  |  |
| **B. Using Questioning and Discussion Techniques**  **-** Quality of questions, discussion techniques, student participations Standards: 5M, 6H and 6J (edTPA Rubrics 7,8,9) |  |  |  |  |  |
| **C. Engaging Students in Learning**  **-** Representation of content, activities and assignments, grouping of students, instructional materials and resources, structure and pacing  Standards: 4E, 5M and 7F (edTPA Rubrics 7,8,9) |  |  |  |  |  |
| **D. Providing Feedback to Students**  **-** Quality, accuracy, substantive, constructive, specific, timeliness Standards: 2D and 8I (edTPA Rubric 12) |  |  |  |  |  |
| **E. Demonstrating Flexibility and Responsiveness**  - Lesson adjustment, response to students, persistence Standards: 4H, 4I, 8H, 8K and 9H (edTPA Rubric 12) |  |  |  |  |  |
| **Comments on Domain 3: Instruction** | | | | | |
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| **Domain 4: Professional Responsibilities** | **1** | **2** | **3** | **4** | **5** |
| **A. Reflecting on Teaching**  **-** Accuracy, use in future teaching Standards: 7G and 9J  (edTPA Rubrics 10 & 11) |  |  |  |  |  |
| **B. Maintaining Accurate Records**  **-** Student completion of assignments, progress in learning, noninstructional records Standards: 8H, 8L and 10F (edTPA Rubric 11) |  |  |  |  |  |
| **C. Communicating with Families**  - Information about the instructional program, individual students, engagement of families in the instructional program  Standards: 6F, 8M and 10K |  |  |  |  |  |
| **D. Contributing to the School and District**  - Relationships with colleagues, service to the school, participation in school and district projects  Standards: 5H, 10F, 10J and 10I |  |  |  |  |  |
| **E. Growing and Developing Professionally**  **-** Enhancement of content knowledge and pedagogical skill, service to the profession Standards: 8M and 9I (edTPA Rubrics 13, 14, 15) |  |  |  |  |  |
| **F. Showing Professionalism**  - Service to students, advocacy, decision making Standards: 9I and 10G (edTPA Rubrics 13, 14, 15) |  |  |  |  |  |
| **Comments on Domain 4:Professional Responsibilities** | | | | | |
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| **Overall Comments** | | | | | |
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*University Supervisor Signature*

*Date*

Lesson plan provided before observation: Yes No