Bemidji State University UNIVERSITY SUPERVISOR

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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:

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| --- | --- | --- | --- | --- |
| **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  |  |  |  |  |  |
| **B. Demonstrating Knowledge of Students**- Knowledge of characteristics of age group, students’ varied approaches to learning, students’ skills and knowledge, students’ interests and cultural heritageStandards: 6G and 8I  |  |  |  |  |  |
| **C. Selecting Instructional Goals****-** Value, clarity, suitability for diverse students, balance Standards: 2E, 3M, 4A and 8H  |  |  |  |  |  |
| **D. Demonstrating Knowledge of Resources****-** Resources for teaching and students Standards: 5Q, 8A and 10J  |  |  |  |  |  |
| **E. Designing Coherent Instruction**- Learning activities, instructional materials and resources, instructional groups, lesson and unit structureStandards: 2F, 5R, 7F and 7G  |  |  |  |  |  |
| **F. Assessing Student Learning**- Congruence with instructional goals, criteria and standards, use for planning Standards: 8F, 8G, 8H and 8I  |  |  |  |  |  |
| **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  |  |  |  |  |  |
| **B. Establishing a Culture for Learning****-** Importance of the content, student pride in work, expectations for learning and achievementStandards: 3Q and 7B  |  |  |  |  |  |
| **C. Managing Classroom Procedures****-** Management of instructional groups, transitions, materials and supplies, performance of non-instructional duties, supervision of volunteers and paraprofessionalsStandards: 5E and 5L  |  |  |  |  |  |
| **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 |  |  |  |  |  |

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| **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  |  |  |  |  |  |
| **B. Using Questioning and Discussion Techniques****-** Quality of questions, discussion techniques, student participations Standards: 5M, 6H and 6J  |  |  |  |  |  |
| **C. Engaging Students in Learning****-** Representation of content, activities and assignments, grouping of students, instructional materials and resources, structure and pacingStandards: 4E, 5M and 7F  |  |  |  |  |  |
| **D. Providing Feedback to Students****-** Quality, accuracy, substantive, constructive, specific, timeliness Standards: 2D and 8I  |  |  |  |  |  |
| **E. Demonstrating Flexibility and Responsiveness**- Lesson adjustment, response to students, persistence Standards: 4H, 4I, 8H, 8K and 9H  |  |  |  |  |  |
| **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  |  |  |  |  |  |
| **B. Maintaining Accurate Records****-** Student completion of assignments, progress in learning, noninstructional records Standards: 8H, 8L and 10F  |  |  |  |  |  |
| **C. Communicating with Families**- Information about the instructional program, individual students, engagement of families in the instructional programStandards: 6F, 8M and 10K |  |  |  |  |  |
| **D. Contributing to the School and District**- Relationships with colleagues, service to the school, participation in school and district projectsStandards: 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  |  |  |  |  |  |
| **F. Showing Professionalism**- Service to students, advocacy, decision making Standards: 9I and 10G  |  |  |  |  |  |
| **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