

Student Teacher Teaching Observation Report (ST-TOR)

Student Teacher: _____ Date: _____

University Coach: _____ Observation number: 1 2 3 4 5 6

Cooperating Teacher: _____ School: _____

Grade: _____ Subject/Class: _____ Timeframe: _____

Temple Teaching Standards Performance Indicators for a *Graduating Student Teacher*:

EE = Exceeds Expectations for a *Graduating Student Teacher* (*The student teacher exceptionally incorporates this competency into his/her lesson plan when appropriate, and he/she enacts this competency at an exceptional level of quality within his/her lesson delivery or practice for a *Graduating Student Teacher*.)*

ME = Meets Expectations for a *Graduating Student Teacher* (*The student teacher effectively incorporates this competency into his/her lesson plan when appropriate, and he/she effectively enacts this competency within his/her lesson delivery or practice for a *Graduating Student Teacher*.)*

AE = Approaching Expectations for a *Graduating Student Teacher* (*The student teacher incorporates this competency into his/her lesson plan when appropriate; however, the student teacher's attempt to enact this competency is either ineffective or not observed within his/her lesson delivery or practice.)*

AFD = Area for Development (*The student teacher does not incorporate this competency into his/her lesson plan when appropriate, and/or the student teacher's attempt to enact this competency is either ineffective or not observed within his/her lesson delivery or practice.)*

√ *Student teachers* usually begin student teaching with ratings of ‘Approaching Expectations for a Graduating Student Teacher’ in most of the eight domains included on the ST-TOR. By the end of student teaching, student teachers should reach ‘Meets Expectations for a Graduating Student Teacher’ in all eight domains included on the ST-TOR.

Student Teacher’s Goal(s) (for Lesson Observations 2, 3 and 4):

(1) _____

(2) _____

(3) _____

Lesson Objective(s):

(1) _____

(2) _____

Student Teacher's Role in this Lesson:

Small Group Facilitator

Co-teacher (Assist or Lead)

Lead Teacher

√ Student teachers should regularly assume the role of 'Co-teacher' or 'Lead Teacher' by Lesson Observation 2.

N/A	AFD	AE	ME	EE	Professionalism
					a. Teacher meets expectations of attendance, punctuality, preparedness, appropriate dress, and appropriate demeanor, and demonstrates integrity and ethical behavior.
					b. Teacher communicates effectively, in both oral and written formats, with students, colleagues, paraprofessionals, related service personnel, and administrators.
					c. Teacher maintains organized and accurate records and submits requested documents and materials by stated deadlines.
					d. Teacher is able to cultivate professional relationships with school colleagues, and he/she is aware of professional growth opportunities within the school, district, and/or college.
					e. Teacher appropriately and respectfully initiates communication with and responds to communications from students' families, with the approval of his/her Cooperating Teacher.

Example(s) of the student teacher's strength in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Cooperating Teacher feedback:

Example(s) of the student teacher's opportunity for growth in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Cooperating Teacher feedback:

Coaching Comments:

N/A	AFD	AE	ME	EE	Classroom Environment
					a. Teacher treats students equitably, showing mutual respect and care.
					b. Teacher actively works to get to know his/her students as well as establish and maintain rapport with students.
					c. Teacher articulates and demonstrates high expectations for <u>all</u> students' achievement.
					d. Teacher establishes and maintains classroom procedures and routines.
					e. Teacher establishes and maintains clear standards of student conduct through effective management strategies.
					f. Teacher cultivates a culture of learning and actively works to build a community of learners within the classroom.

Example(s) of the student teacher's strength in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Cooperating Teacher feedback:

Example(s) of the student teacher's opportunity for growth in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Cooperating Teacher feedback:

Coaching Comments:

N/A	AFD	AE	ME	EE	Coherence and Continuity (CO & CO) - Standard Evidence
					a. Teacher develops and communicates to students lesson objectives and/or learning goals that are related to content/academic standards and aligned with the lesson's assessment(s).
					b. Teacher designs and maintains an appropriate pace for the lesson so as to ensure students meet the lesson goals by the end of the designated timeframe.
					c. Teacher solicits from students their understandings of prior lesson objectives and makes connections from these to the current lesson, future lessons and/or curriculum unit.
					d. Teacher demonstrates lesson coherence through connected sequences and developmentally appropriate instructional steps that build understandings of the key concept(s).
					<i>e. Learners make connections between current lesson and what they have studied in the past and are able to use those connections to further their understanding.</i>

Example(s) of the student teacher's strength in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Cooperating Teacher feedback:

Example(s) of the student teacher's opportunity for growth in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Cooperating Teacher feedback:

Coaching Comments:

AFD AE ME EE	CO & CO Standard Performance <small>(In order to receive a performance indicator of ME, the Learner competency must be observed as AE, ME, or EE.)</small>
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N/A	AFD	AE	ME	EE	Active Learning (AL) - Standard Evidence
					a. Teacher ensures that <u>all</u> students meaningfully participate in the lesson by employing effective questioning and discussion strategies.
					b. Teacher facilitates student learning by doing (e.g., with manipulatives, guided inquiry, learning centers, technological tools and experiments).
					c. Teacher encourages students to think for themselves, to make choices, to ask questions, and to take ownership of the learning process.
					<i>d. Learners engage in constructing knowledge and communicating it to others (e.g., small group discussions, drawings, blog entries, think/pair/share, cooperative groups).</i>
					<i>e. Learners demonstrate their understanding through projects, reports, presentations, and student exhibitions.</i>
<p>Example(s) of the student teacher's strength in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Cooperating Teacher feedback:</p>					
<p>Example(s) of the student teacher's opportunity for growth in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Cooperating Teacher feedback:</p>					
<p>Coaching Comments:</p>					
<p>AFD AE ME EE</p>					<p>AL Standard Performance (In order to receive a performance indicator of ME, the Learner competencies must be observed as AE, ME, or EE.)</p>

N/A	AFD	AE	ME	EE	Critical and Creative Thinking (CR & CR) - Standard Evidence
					a. Teacher models critical and creative thinking, inquiry, and reflection for students as important and explicit components of the learning process.
					b. Teacher creates a classroom environment that promotes risk-taking and inspires learners to develop original and unique ideas.
					c. Teacher asks open-ended questions that have no pre-established answers, which enables learners to respond creatively.
					<i>d. Learners raise questions, ask for clarification, or pose alternative possibilities about lesson content (to teacher or classmates).</i>
					<i>e. Learner participation and work demonstrate movement towards higher order or innovative thinking (e.g., taking positions, seeing point of view, recognizing patterns, comparing/contrasting and identifying biases).</i>
<p>Example(s) of the student teacher’s strength in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Cooperating Teacher feedback:</p>					
<p>Example(s) of the student teacher’s opportunity for growth in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Cooperating Teacher feedback:</p>					
<p>Coaching Comments:</p>					
<p>AFD AE ME EE</p>					<p align="center">CR & CR Standard Performance (In order to receive a performance indicator of ME, the Learner competencies must be observed as AE, ME, or EE.)</p>

In Summary

What was discussed during the Post-Observation Conversation?

What specific goals or next steps for the student teacher's continued growth towards 'Meeting Expectations of a Graduating Student Teacher' have been identified?