

## **College of Education**

## **Student Teacher Teaching Observation Report (ST-TOR)**

Student Teacher:	Date:			
University Coach:	Observation number: 1 2 3 4 5			
Cooperating Teacher:	School:			
Grade: Subject/Class:	Timeframe:			
Temple Teaching Standards Perform	mance Indicators for a <i>Graduating Student Teacher</i> :			
	ting Student Teacher (The student teacher <u>exceptionally incorporates</u> this and he/she <u>enacts this competency at an exceptional level of quality</u> within ent Teacher.)			
	r <b>Student Teacher</b> (The student teacher <u>effectively incorporates</u> this competency <u>effectively enacts</u> this competency within his/her lesson delivery or practice for a			
	<b>duating Student Teacher</b> (The student teacher <u>incorporates</u> this competency is either ineffective or now			
	teacher <u>does not incorporate</u> this competency into his/her lesson plan when this competency is either ineffective or not observed within his/her lesson delivery			
Student Teacher' in most of the eight domain	ning with ratings of 'Approaching Expectations for a Graduating ins included on the ST-TOR. By the end of student teaching, tations for a Graduating Student Teacher' in <u>all</u> eight domains			
Student Teacher's Goal(s) (for Lesson Obser	rvations 2, 3 and 4):			
(1)				
(2)				
(3)				

Student Teacher's Role in this Lesson:  Small Group Facilitator Co-teacher (Assist or Lead) Lead Teacher										
		Silian	Giou	) I acii	trator Co-teacher (Assist of Lead)	Lead Teacher				
	√	<u>Studeni</u>	t teacher	<u>s</u> shou	ld regularly assume the role of 'Co-teacher' or 'Lead Teache	er' by Lesson Observation 2.				
N/A	AFD	AE	ME	EE	Professionalism					
					a. Teacher meets expectations of attendance, punctua dress, and appropriate demeanor, and demonstrates in	• • • • • • • •				
					b. Teacher communicates effectively, in both oral and colleagues, paraprofessionals, related service personne	el, and administrators.				
					c. Teacher maintains organized and accurate records a documents and materials by stated deadlines.	and submits requested				
					d. Teacher is able to cultivate professional relationship he/she is aware of professional growth opportunities and/or college.					
					e. Teacher appropriately and respectfully initiates conto communications from students' families, with the a Teacher.					
	- ' '				eacher's strength in this domain as evidenced by h	<u>-</u>				
aenve	ery, or	iesso	n rene	ection	; student work data; student feedback; or Coopera	ung Teacher feedback:				
	lesson				eacher's opportunity for growth in this domain as on reflection; student work data; student feedback					
Care!	hin a C	<b>`</b>	<del>-</del>							
Coac	hing C	omm	ents:							

Lesson Objective(s):

(1) \_\_\_\_\_

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.
	- ' '				teacher's strength in this domain as evidenced by his/her lesson plan, lesson n; 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	Deep Content Understanding (DCU) - Standard Evidence
					a. Teacher demonstrates thorough content and pedagogical content knowledge by providing students with accurate and clear explanations, feedback, answers to questions, and clarification of misconceptions.
					b. Teacher includes multiple pathways to learning key concept(s), including opportunities for student practice, as well as new resources and technologies when appropriate and useful.
					c. Teacher differentiates content and materials while scaffolding instruction to meet the needs of <u>all</u> learners (including students with disabilities and ELLs).
					d. Teacher demonstrates flexibility and responsiveness in meeting the learning needs of all students in the 'real time' progression of the lesson.
					e. Learners demonstrate individually that they understand the content of the lesson through their explanations, responses to questions, and ability to apply their understanding to new situations.
delive Exan	ery, or nple(s) lessor	lesso of th	n refl	ection	teacher's strength in this domain as evidenced by his/her lesson plan, lesson n; student work data; student feedback; or Cooperating Teacher feedback:  teacher's opportunity for growth in this domain as evidenced by his/her lesson son reflection; student work data; student feedback; or Cooperating Teacher

**Coaching Comments:** 

AFD AE ME EE

**DCU Standard Performance** 

(In order to receive a performance indicator of ME, the Learner competency must be observed as AE, ME, or EE.)

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).
					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.
plan, feedl	_ ` '	n deli	very,	or les	teacher's opportunity for growth in this domain as evidenced by his/her lesson son reflection; student work data; student feedback; or Cooperating Teacher

N/A	AFD	AE	ME	EE	Real World Connections (RW) - Standard Evidence
					a. Teacher situates learning in real-world contexts and connects classroom instruction to students' lives and to the world beyond the classroom.
					b. Teacher uses curriculum materials that represent a range of groups (i.e., racial, gender, economic class).
					c. Teacher taps students' personal experiences as valued resources in the lesson.
					d. Teacher taps students' cultural knowledge /practices as valued resources in the lesson.
					e. Learners engage in authentic learning and/or evaluative tasks and articulate how the lesson is connected to their lived experiences and/or the world beyond 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:** 

AFD AE ME EE	RW Standard Performance
	(In order to receive a performance indicator of ME, the Learner competency must be observed as AE, ME, or EE.)

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.
					d. Learners engage in constructing knowledge and communicating it to others (e.g., small group discussions, drawings, blog entries, think/pair/share, cooperative groups).
					e. Learners demonstrate their understanding through projects, reports, presentations, and student exhibitions.

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

AL Standard Performance

(In order to receive a performance indicator of ME, the Learner competencies must be observed as AE, ME, or EE.)

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.
					d. Learners raise questions, ask for clarification, or pose alternative possibilities about lesson content (to teacher or classmates).
					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).

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	CR & CR Standard Performance
111 2	AL	1-122		(In order to receive a performance indicator of ME, the Learner competencies must be observed as AE, ME, or EE.)

N/A	AFD	AE	ME	EE	Teacher's Reflective Thinking (RT) - Standard Evidence
					a. Teacher evaluates student learning during and at end of lesson through various checks for understanding; multiple approaches to assessment are used as appropriate.  b. Teacher plans for and collects student work/data to systematically analyze the effects of his/her teaching in order to adjust and improve it as well as guide future inquiries.  c. Teacher is able to describe and explain teaching principles, research, and theory, and determine how and why such knowledge works to enhance students' performance.  d. Teacher accurately identifies challenges in his/her practice and determines the appropriate actions and resources needed to address those challenges.  e. Teacher welcomes constructive feedback from others.  f. Teacher demonstrates self-awareness and awareness of the political and social contexts that influence schooling.  g. Learners provide feedback to teacher about their own learning and participate in classroom evaluations.  eacher's strength in this domain as evidenced by his/her lesson plan, lesson is student work data; student feedback; or Cooperating Teacher feedback:
	lessor				reacher's opportunity for growth in this domain as evidenced by his/her lesson son reflection; student work data; student feedback; or Cooperating Teacher
Coac	hing C	Comm	nents:		
Al	FD A	E M	IE E	Е	RT Standard Performance (In order to receive a performance indicator of ME, the Learner competency must be observed as AE, ME, or EE.)

<u>In Summary</u>
What was discussed during the Post-Observation Conversation?
William Constitution of the state of the sta
What specific goals or next steps for the student teacher's continued growth towards 'Meeting Expectations of a Graduating Student Teacher' have been identified?