

Pre-Service Teacher Teaching Observation Report (P-TOR) ECED 3187 Practicum

Pre-Service Teacher: _____ Date: _____

University Coach: _____ Observation number: 1 2 3

Mentor Teacher: _____ School: _____

Grade: _____ Subject/Class: _____ Timeframe: _____

Temple Teaching Standards Performance Indicators for a Completing ECED 3187 Practicum Student:

EE = Exceeds Expectations (*The pre-service 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 Completing ECED 3187 Practicum Student.*)

ME = Meets Expectations (*The pre-service teacher effectively incorporates this competency into his/her lesson plan, and he/she effectively enacts this competency within his/her lesson delivery or practice for a Completing 3187 Practicum Student.*)

AE = Approaching Expectations (*The pre-service teacher incorporates this competency into his/her lesson plan when appropriate and the pre-service teacher attempts to enact this competency within his/her lesson delivery.*)

AFD = Area for Development (*The pre-service teacher does not incorporate this competency into his/her lesson plan and/or the pre-service teacher does not attempt to enact this competency within his/her lesson delivery.*)

√ *Pre-service teachers* enrolled in the ECED 3187 Practicum usually begin within the ranges of 'Area for Development' and 'Approaching Expectations' in most of the eight domains included on the P-TOR. Towards the end of the ECED 3187 Practicum, pre-service teachers should 'Meet Expectations' for a Completing ECED 3187 Practicum Student in all eight domains included on the P-TOR.

Lesson Objective(s):

(1) _____

(2) _____

(3) _____

Pre-Service Teacher's Role in this Lesson:

Small Group Facilitator

Lead Teacher

**Note: ECED 3187 Practicum Students are not expected to enact the competencies shaded in grey, though University Coaches may choose to comment on them.*

N/A	AFD	AE	ME	EE	Professionalism
					Teacher meets expectations of attendance, punctuality, preparedness, appropriate dress, and appropriate demeanor, and demonstrates integrity and ethical behavior.
					Teacher communicates effectively, in both oral and written formats, with students, colleagues, paraprofessionals, related service personnel, and administrators.
					Teacher maintains organized and accurate records and submits requested documents and materials by stated deadlines.
					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.
					Teacher appropriately and respectfully initiates communication with and responds to communications from students' families, with the approval of his/her Mentor Teacher.
<p>Example(s) of the practicum student's strength in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Mentor Teacher feedback:</p> <p>Example(s) of the practicum student'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 Mentor Teacher feedback:</p> <p>Coaching Comments:</p>					

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

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

Example(s) of the practicum student’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 Mentor Teacher feedback:

Coaching Comments:

N/A	AFD	AE	ME	EE	Deep Content Understanding (DCU) - Standard Evidence
					Teacher demonstrates thorough content and pedagogical content knowledge by providing students with accurate and clear explanations, feedback, answers to questions, and clarification of misconceptions.
					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.
					Teacher differentiates content and materials while scaffolding instruction to meet the needs of <u>all</u> learners (including students with disabilities and ELLs).
					Teacher demonstrates flexibility and responsiveness in meeting the learning needs of all students in the ‘real time’ progression of the lesson.
					<i>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.</i>

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

Example(s) of the practicum student’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 Mentor Teacher feedback:

Coaching Comments:

AFD AE ME EE

DCU Standard Performance

N/A	AFD	AE	ME	EE	Coherence and Continuity (CO & CO) - Standard Evidence
					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).
					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.
					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.
					Teacher demonstrates lesson coherence through connected sequences and developmentally appropriate instructional steps that build understandings of the key concept(s).
					<i>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>

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Example(s) of the practicum student'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 Mentor Teacher feedback:

Coaching Comments:

AFD AE ME EE

CO & CO Standard Performance

N/A	AFD	AE	ME	EE	Real World Connections (RW) - Standard Evidence
					Teacher situates learning in real-world contexts and connects classroom instruction to students' lives and to the world beyond the classroom.
					Teacher chooses curriculum materials that represent a range of groups (i.e., racial, gender, economic class).
					Teacher taps students' personal experiences as valued resources in the lesson.
					Teacher taps students' cultural knowledge /practices as valued resources in the lesson.
					<i>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.</i>
<p>Example(s) of the practicum student's strength in this domain as evidenced by his/her lesson plan, lesson delivery, or lesson reflection; student work data; student feedback; or Mentor Teacher feedback:</p>					
<p>Example(s) of the practicum student'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 Mentor Teacher feedback:</p>					
<p>Coaching Comments:</p>					
AFD	AE	ME	EE	RW Standard Performance	

N/A	AFD	AE	ME	EE	Active Learning (AL) - Standard Evidence
					Teacher ensures that <u>all</u> students meaningfully participate in the lesson by employing effective questioning and discussion strategies.
					Teacher facilitates student learning by doing (e.g., with manipulatives, guided inquiry, learning centers, technological tools and experiments).
					Teacher encourages students to think for themselves, to make choices, to ask questions, and to take ownership of the learning process.
					<i>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>Learners demonstrate their understanding through projects, reports, presentations, and student exhibitions.</i>

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

Example(s) of the practicum student'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 Mentor Teacher feedback:

Coaching Comments:

AFD AE ME EE

AL Standard Performance

N/A	AFD	AE	ME	EE	Critical and Creative Thinking (CR & CR) - Standard Evidence
					Teacher models critical and creative thinking, inquiry, and reflection for students as important and explicit components of the learning process.
					Teacher creates a classroom environment that promotes risk-taking and inspires learners to develop original and unique ideas.
					Teacher asks open-ended questions that have no pre-established answers, which enables learners to respond creatively.
					<i>Learners raise questions, ask for clarification, or pose alternative possibilities about lesson content (to teacher or classmates).</i>
					<i>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>

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

Example(s) of the practicum student'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 Mentor Teacher feedback:

Coaching Comments:				
AFD	AE	ME	EE	CR & CR Standard Performance

N/A	AFD	AE	ME	EE	Teacher's Reflective Thinking (RT) - Standard Evidence
					Teacher evaluates student learning during and at end of lesson through various checks for understanding; multiple approaches to assessment are used as appropriate.
					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.
					Teacher is able to describe and explain teaching principles, research, and theory, and determine how and why such knowledge works to enhance students' performance.
					Teacher accurately identifies challenges in his/her practice and determines the appropriate actions and resources needed to address those challenges.
					Teacher welcomes constructive feedback from others.
					Teacher demonstrates self-awareness and awareness of the political and social contexts that influence schooling.
					<i>Learners provide feedback to teacher about their own learning and participate in classroom evaluations.</i>

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

Example(s) of the practicum student'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 Mentor Teacher feedback:

Coaching Comments:

AFD	AE	ME	EE	RT Standard Performance
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In Summary

What was discussed during the Post-Observation Conversation?

What specific goals or next steps for the practicum student's continued growth towards 'Meeting Expectations of a Completing ECED 3187 Practicum Student' have been identified?

Additional / General Comments