**Informal Student Teacher Observation Form**

*(for use with all teacher preparation and curriculum instruction programs)*

Student Teacher: Date: Number of Students:

Evaluator: Grade Level/Content:

**Exceeds Expectations** - Candidate performance consistently exceeds expectations for the knowledge/skill/ability for student teachers who are ready to enter the teaching field

**Meets Expectations** - Candidate performance consistently meets expectations for the knowledge/skill/ability for student teachers who are ready to enter the teaching field

**Emerging** - Candidate performance is meeting portions of the expectations or meeting them inconsistently for the knowledge/skill/ability for student teachers who are ready to enter the teaching field

**Does Not Meet Expectations** – Candidate performance does not meet the expectations for the knowledge/skill/ability for student teachers who are ready to enter the teaching field

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Expectations** | **Meets Expectations** | **Emerging** | **Does Not Meet Expectations**  |
| **Planning for Instruction and Assessment (CPAST – A, B, C, D)** |
| Plans align to appropriate P-12 state learning standards |  |  |  |  |
| Standards, objectives/ targets, and learning tasks are consistently aligned with each other |  |  |  |  |
| Uses a variety of materials and resources that align with all objectives |  |  |  |  |
| Uses a variety of materials and resources that make content relevant to learners |  |  |  |  |
| Plans a variety of assessments that align with the appropriate P-12 state learning standards |  |  |  |  |
| Plans a variety of assessments that are culturally relevant and draw from learners’ funds of knowledge |  |  |  |  |
| Lessons make clear and coherent connections to learners’ prior knowledge, previous lessons, and/or future learning |  |  |  |  |
| Organizes instruction to ensure content is comprehensible and relevant for learners |  |  |  |  |
| **Instructional Delivery (CPAST – E, F, G, H, I)** |
| Articulates accurate directions/ explanations |  |  |  |  |
| Sequences learning experiences appropriately |  |  |  |  |
| Engages learners in critical thinking that fosters problem solving |  |  |  |  |
| Engages learners in critical thinking that encourages conceptual connections |  |  |  |  |
| Checks for understanding during lessons using formative assessment |  |  |  |  |
| Differentiates through adjustments to instruction |  |  |  |  |
| Discusses and uses developmentally appropriate technologies |  |  |  |  |
| Manages a safe and respectful learning environment through the use of routines and transitions |  |  |  |  |
| **Assessment (CPAST – J, K, L)** |
| Uses data-informed decisions to design instruction and assessment |  |  |  |  |
| Provides comprehensible and descriptive feedback that enables learners to recognize strengths or areas for improvement |  |  |  |  |
| Provides timely feedback |  |  |  |  |
| Evaluates and supports learning through assessment techniques that are developmentally appropriate |  |  |  |  |
| Evaluates and supports learning through assessment techniques that are formative and summative |  |  |  |  |
| **Analysis of Teaching (CPAST – M)** |
| Discusses and provides evidence of connections to educational research and/or theory |  |  |  |  |

# Summary Comments

1. What were the teacher candidate’s major strengths as demonstrated in the observation?
2. What suggestions do you have for improving the teacher candidate’s skills or methodology?
3. Based on the observation, what would be an appropriate goal for the teacher candidate?

Teacher Candidate Signature: Date:

Supervisor Signature: Date: