Shepherd University Professional Education Unit

Candidate Teaching Performance Assessment ST-11 Observation Form

(Adapted for use in EDUC 351-4: Levels 2 & 3)

Teacher Candidate \_\_

SEMESTER: Fall \_\_\_\_\_ Spring \_\_\_\_\_ 20\_\_\_ Subject/Grade Placement

SCHOOL \_\_

MENTOR TEACHER \_\_\_ SUPERVISOR \_\_\_\_

LESSON/CLASS TAUGHT \_\_\_ # Students in class taught =

THIS REPORT COMPLETED BY \_\_\_\_\_ CANDIDATE \_\_\_\_\_ MENTOR \_\_\_\_\_ SUPERVISOR DATE \_\_\_\_\_\_\_\_\_\_\_\_ Report

 CONFERENCE WITH (check all that attend): Mentor Teacher \_\_\_\_\_ Teacher Candidate \_\_\_\_\_ Supervisor \_\_\_\_\_

DESCRIPTION OF RATINGS:

RATING SCALE (based on WVPT Standards) - Teacher Candidate’s performance on this Function or Standard …

ME = Meets Standard—Adequate or Satisfactory level of proficiency or effectiveness **or above**.

AP = Approaches Standard—Marginal or Limited level of proficiency or effectiveness **but effort and intent are intact**.

UN = Unsatisfactory—Inappropriate or Superficial; lacking appropriate planning or effort.

NO = Not Observed.

STANDARD 1: CURRICULUM AND PLANNING

|  |  |  |
| --- | --- | --- |
| Evidence/Comments: | Functions: | Rating: |
| 1A Strong Content Knowledge/ Integrates Subject Areas |  |
| 1B Good Choice of Methods & Strategies; Promotes student creativity and problem-solving |  |
| 1C Goals & Objectives- aligned with appropriate standards & curriculum |  |
| 1D Instructional Design- relevant, engaging, uses technology, varies grouping, appropriate lesson sequence |  |
| 1E Assessment: formative & summative; aligned w/objectives; clear expectations |  |
| STANDARD 1OVERALL |  |

STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

|  |  |  |
| --- | --- | --- |
| Evidence/Comments: | Functions: | Rating: |
| 2A Developmentally Appropriate Activities- meet individual needs; differentiated |  |
| 2B Environment-respect, rapport, clear expectations; positive engagement with students |  |
| 2C Culture for Learning- high standards; student collaboration; active learning, community of learners, max. engaged time |  |
| 2D Manages Time & Resources –Rules, routines, procedures; smooth transitions; materials/supplies ready |  |
| 2E Manages Student Behavior – implements class behavior plan; clear expectations, respectful responses to student behaviors; consistent |  |
| 2F Organization/Safety – physical space is uncluttered; safety issues addressed |  |
| STANDARD 2OVERALL |  |

STANDARD 3: TEACHING

|  |  |  |
| --- | --- | --- |
| Evidence/Comments: | Functions: | Rating: |
| 3A Content/concepts well-developed; good sequencing; authentic application of knowledge |  |
| 3B Communication w/ Students-supportive, clear directions, models correct literacy skills |  |
| 3C Questioning / Discussion- includes higher-level questioning; wait time; prompts for success |  |
| 3D Student Engagement-flexible grouping; encourages student collaboration; motivational |  |
| 3E Instruction Based on Assessment-clear alignment; provides feedback to students; records |  |
| 3F Flexible/Responsive-uses “teachable moments;” considers students’ languages, culture, interests; scaffolds as needed. |  |
| STANDARD 3OVERALL |  |

STANDARD 4: PROFESSIONAL RESPONSIBILTY FOR SELF RENEWAL &

STANDARD 5: PROFESSIONAL RESPONSIBILITIES: SCHOOL & COMMUNITY **[Count as one Standard in Overall Rating)**

**NOTE: Missing Functions are not applicable to Practicum Students.**

|  |  |  |
| --- | --- | --- |
| Evidence/Comments: | Functions: | Rating: |
| 4A Professional Learning-willing to learn from experience/classroom environment  |  |
| 4B Professional Collaboration – appropriate engagement with FT and field partner |  |
| 4C Reflection on Practice – demonstrates changes based on reflection and feedback. |  |
| 5F School/Family Connections- willingness / awareness of importance of role with families |  |
| 5I Ethical Standards – appropriate language, dress, honesty, integrity, punctuality, confidentiality. |  |
| STANDARDS 4&5OVERALL |  |

OVERALL RATING (check one): **MEETS** **THREE OR MORE** STANDARDS - \_\_\_\_\_

 **MEETS** **TWO** STANDARDS - \_\_\_\_\_

 **MEETS ONE** STANDARD – \_\_\_\_\_

 **APPROACHES** **ALL** STANDARDS – \_\_\_\_\_

 **ONE OR MORE UNSATISFACTORY** STANDARD \_\_\_\_\_

ADDITIONAL COMMENTS & **SIGNATURE OF EVALUATOR**: