



OBSERVATION FORM FOR STUDENT TEACHING
DEPARTMENT OF SECONDARY & SPECIAL EDUCATION
 COOPERATING TEACHER'S MIDTERM EVALUATION

Name of Student:	Cooperating Teacher:
Class Observed:	School:

Grade Level:	Time of Day:	Date:
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The following criteria are based on the Pathwise/Praxis III performance based teacher assessment. Please evaluate the student using the scale below and commenting when appropriate.

SP (satisfactory progress)	IN (improvement needed)
NS (not satisfactory)	NA (not applicable)

DOMAIN A: Organizing Content Knowledge For Student Learning	SP	IN	NS	NA
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|----|------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A1 | Becoming familiar with student background knowledge and experience: | | | | |
| | • Is teacher aware of student's background knowledge relative to the lesson? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A2 | Articulating goals: | | | | |
| | • Is there a written daily lesson plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Does teacher plan for individual difference? | | | | |
| A3 | Connections between past, present, and future lessons: | | | | |
| | • Is there evidence of a plan to tie into past and future lessons? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A4 | Choice of teaching methods and materials: | | | | |
| | • Is the teaching method chosen for this lesson one that is consistent with the goals articulated in the lesson? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A5 | Evaluation Strategies: | | | | |
| | • Does the student teacher have a plan for evaluating the lesson? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EVIDENCE/COMMENTS:

DOMAIN B: Creating an Environment For Student Learning	SP	IN	NS	NA
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|----|-----------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B1 | Creating a climate for fairness: | | | | |
| | • Does the teacher try to promote a feeling of self worth for each student? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B2 | Establishing and maintaining rapport: | | | | |
| | • Does the teacher have a good inter-personal relationship with students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B3 | Communicating challenging learning expectations to each student: | | | | |
| | • Does teacher make clear what is expected of the student in the lesson? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B4 | Consistent standards for behavior: | | | | |
| | • Does the teacher address all behavior issues in a consistent manner? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B5 | Safe learning environment: | | | | |
| | • Has teacher made adjustments for any physical drawbacks in the classroom? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EVIDENCE/COMMENTS:

SP (satisfactory progress)
 NS (not satisfactory)

IN (improvement needed)
 NA (not applicable)

COOPERATING TEACHER'S MIDTERM EVALUATION

DOMAIN C: Teaching For Student Learning SP IN NS NA

- C1 Making learning goals and instructional procedures clear to students:
 • Does the teacher communicate the day's goal and/or procedures to students?
- C2 Making content comprehensible to the student:
 • Is the content communicated clearly?
 • Does the lesson have a beginning, middle, and an end?
- C3 Encouraging students to extend thinking:
 • Is critical thinking incorporated into the lesson?
- C4 Pace of lesson relative to student understanding:
 • Does the teacher check periodically to see if students are *getting* the lesson and adjusting accordingly?
- C5 Using instructional time effectively:
 • Is class time used in a way that maximizes learning?
 • Does the teacher use all of the class time for instruction?

EVIDENCE/COMMENTS:

DOMAIN D: Teacher Professionalism SP IN NS NA

- D1 Reflecting on extent to which learning goals were met:
 • Are judgments concerning the evaluation of the lesson reasonable & accurate?
- D2 Demonstrating a sense of efficacy:
 • Is the teacher able to pick out both the good and bad parts of the lesson and articulate how this information could be used in future lessons?
 • Is the teacher self-confident?
 • Does the teacher have a plan for assisting individual students who did not meet the learning goals?
- D3 Working well with colleagues:
 • Can the teacher ID a colleague other than the co-operating teacher who might serve as a resource in lesson planning or help working with students?
- D4 Communicating with parents and guardians:
 • Has the teacher communicated with a parent or guardian?

EVIDENCE/COMMENTS:

Other	Yes	No	Needs to Improve
Does the teacher exhibit dress appropriate for a professional person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the teacher have written evidence of long-range planning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Cooperating Teacher 1

Signature of Cooperating Teacher 2

(The above signatures verify that this observation form was discussed with the student teacher)