

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN – OFFICE OF CLINICAL EXPERIENCES
EDPR 432: Early Childhood and Elementary Student Teaching Observation Form

Candidate’s Name: _____ Semester: _____ Date: _____
 School: _____ Grade: _____ Section: EC or EL_____
 Cooperating Teacher: _____ Supervisor: _____
 Lesson Topic/Content Area(s): _____ Observation #: _____

Rating Scale: Outstanding (O), Competent (C), Developing (D), Unacceptable (U), No opportunity to judge (N)

INSTRUCTION – Establishing Community and Developing Inquiring Minds	Rating
<p>Content Knowledge: Understands central concepts, methods of inquiry, and structures of disciplines and creates learning experiences that are meaningful for all students. Demonstrates accurate content knowledge; Articulates content knowledge into instructional objectives; Utilizes a variety of teaching resources; Engages students in activities generating and testing knowledge</p>	
<p>Comments:</p>	
<p>Human Development and Learning: Understands how children learn and provides varying learning opportunities to support development of all children Designs instruction to meet individual student needs; Stimulates student reflection on prior knowledge and links with new ideas and experiences; Provides for multi levels of conceptualization by introducing concepts at different levels</p>	
<p>Comments:</p>	
<p>Diversity: Demonstrates sensitivity to diversity Facilitates a learning community in which individual differences are respected; Uses cultural diversity and individual student differences to enrich instruction; Respects all students and recognizes importance of race, ethnic background, gender, age, class, religion, language, or exceptionality to community culture</p>	
<p>Comments:</p>	
<p>Planning for Instruction: Understands instructional planning and designs instruction based upon knowledge of discipline, students, community, and curriculum goals Creates short and long term plans to assure student learning; Creates lesson plans with clear purpose, organization, detail, including instructional planning for individual student needs; Plans many lessons independently; Meets planning and preparation deadlines; Plans and manages routine classroom procedures; Able to adjust for non-routine classroom needs; Accesses and uses a wide range of information and instructional technologies</p>	
<p>Comments:</p>	

<p>Learning Environment/ Management: Creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation Anticipates behavior problems and plans preventative techniques and measures; Establishes expectations and holds students accountable to maximize learning time; Facilitates a community where students assume responsibility, works collaboratively and independently, and engage in meaningful learning experiences; Demonstrates a variety of effective behavior management techniques; Watches and is responsible for all areas of the classroom; Uses proximity; Uses positive reinforcement; Consistently maintains an engaging and orderly learning environment</p>	
<p>Comments:</p>	
<p>Instructional Delivery: Understands and uses a variety of instructional techniques Presents information clearly and makes content relevant to students; Evaluates student achievement and uses alternative teaching strategies as needed; Uses introductory, transitional, and concluding statements for fluency of lesson; Elicits maximum student participation and response; Paces instruction effectively; Responds appropriately to students; Implements varied questioning techniques; Adjusts teaching style to student needs; Uses technology to enhance students' learning</p>	
<p>Comments:</p>	
<p>Communication: Uses effective communication techniques to foster active inquiry, collaboration, and supportive interaction Effectively varies volume and rate of speech; Spelling, grammar, mechanics of writing; Creates varied opportunities for all students to use effective written, verbal, non-verbal, and visual communication; Demonstrates mastery of standard English; fluent, clear, expressive; Communicates with and challenges students in a supportive manner and provides students with constructive feedback</p>	
<p>Comments:</p>	
<p>Assessment: Understands and uses a variety of formal and informal assessment strategies Develops test materials; Assesses understanding accurately (formative assessment); Monitors student learning (Summative assessment); Uses assessment results to align and modify instruction; Accurately communicates progress to students and parents; Maintains records</p>	
<p>Comments:</p>	
<p>Collaborative Relationships: Fosters relationships with colleagues, parents, students, community Initiates collaboration with others and creates situations where collaboration will enhance student learning; Works with colleagues to foster an effective learning climate in the school; Active in contacts with parents/guardians; Demonstrates conferencing skills; Effective public relations skills; Takes initiative to contact community resources; Provides constant student encouragement and assistance; Promotes self confidence in students</p>	
<p>Comments:</p>	
<p>Reflection and Professional Growth: Continually evaluates how choices and actions affect the learning community Participates in professional dialogue to support own learning and development; Actively seeks and shares instructional resources with colleagues; Uses classroom observation, information about students, pedagogical knowledge, for active reflection and revision of practice</p>	

Comments:

Professional Conduct and Leadership: Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning
 Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families; Contributes knowledge and expertise about teaching and learning to the profession; Demonstrates an understanding of the unique characteristics of education as a profession and an understanding of the professional code of conduct as defined by the Illinois School Code

Comments:

PROFESSIONAL DISPOSITION	Comments: Strengths & Suggestions – Rate with S (satisfactory) or U (unsatisfactory)	Rating (S or U)
Professional Attitude		
Enthusiasm for the Teaching Profession		
Takes Initiative		
Professional Appearance		
Professional Responsibilities (i.e. on time to practicum, follows through with ideas and work)		
Appropriate Interactions with Students		
Appropriate Interactions with Cooperating Teacher		

Revised 12/3/10

Other Strengths & Suggestions:

Evaluator's Signature: _____ Date: _____