**Student Teaching Observation Report**

**Multiple Subject Credential Program – San Francisco State University**

**Observation # (please circle): 2 3 4**

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| **Student Teacher****Name:**  |  | **Date and time:** |  |
| **Cooperating Teacher:** |  | **School and Grade Level:** |
| **University Supervisor:** |  | **Student Teaching Phase:** |

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| **Directions:** The purpose of this report is to provide feedback and documentation to the student teacher in order to guide and support the candidate in their student teaching practicum. Please score each item (TPE) in each category according to the scale given below. In the comments sections, please provide evidence from your observation as well as areas of strengths and those needing additional practice. |

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| **Lesson Objective:****General Context and Setting:** |

**Please indicate the rating number (3 - 1). Use comment section to provide evidence**

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| **Competent (3) Making Good Progress (2) Needs improvement (1) Not Able to Determine (/)** |

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| **TPE 1: Engaging and Supporting All Students in Learning**  |
|  | Shows knowledge of students – interests, needs, culture, language |  | Knowledge of UDL and MTSS to support wide range of learners |
|  | Maintains on-going communication with students and families  |  | Promotes critical, creative and analytic opportunities |
|  | Monitors student learning for active engagement |  | Provides support for language development (SDAIE) |

**Comments:**

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| **TPE 2: Creating and Maintaining Effective Environments for Student Learning** |
|  | Promotes positive interventions, restorative justice, conflict resolution to foster a caring community and respect for all |  | Knowledge of available resources to support all students including those who have experienced trauma and other difficult situations |
|  | Promotes positive interactions and a culturally responsive environment |  | Maintains high expectations and appropriate support for all |
|  | Establishes and maintains a tolerant and safe environment for all |  | Establishes and maintains clear expectations for positive behavior |

**Comments:**

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| **TPE 3: Understanding and Organizing Subject Matter for Student Learning** |
|  | Knowledge of State Standards and curriculum frameworks  |  | Supports the acquisition and use of academic language for the full range of learners in the least restrictive environment |
|  | Uses knowledge of students to guide curriculum |  | Use of resources and technology to facilitate equitable access to the curriculum |
|  | Designs and implements cross-disciplinary instruction |  | Models digital literacy and digital citizenship, including respecting copyright laws, while maintaining internet security |
|  | Consults and collaborates with others to plan for effective instruction |  | Demonstrates knowledge of effective teaching strategies aligned with recognized educational technology standards. |

**Comments:**

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| **TPE 4 Planning Instruction and Designing Learning Experiences for All Students**  |
|  | Locates and applies student information for purposes of instruction |  | Promotes student success by providing individual learning needs |
|  | Understands & applies knowledge of child development to inform instructional planning  |  | Accesses a variety of resources for planning – community, colleagues, coaching, networking |
|  | Designs & implements integration of content areas for instruction |  | Plans and promotes a range of communication strategies between teacher and amongst students to encourage participation |
|  | Appropriate use of technology, principles of UDL & MTSS, meeting the needs of all English learners, modifications for students with disabilities, peer to peer support, community resources |  | Promotes digital literacy and offers students multiple means to demonstrate their learning |

**Comments:**

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| **TPE 5 Assessing Student Learning (provide rating of 3– 0)**  |
|  | Applies knowledge of purposes and different types of assessments |  | Uses assessment information in a timely manner to assist students |
|  | Uses data to plan for and modify instruction |  | Works with specialists to interpret assessments |
|  | Involves students in self-assessment and reflection on learning goals |  | Interprets English learners’ assessment data to help plan instruction |
|  | Uses technology as appropriate to support assessment and communication of learning outcomes to students and families |  | Uses assessment data to plan for, differentiate, and make accommodations or to modify instruction |

**Comments:**

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| **TPE 6 Developing as a Professional Educator (provide rating of 3 – 0)**  |
|  | Reflect on own teaching practice to plan for student learning |  | Demonstrates involvement with others in the community to support teacher and student learning |
|  | Recognizes own values and biases. Exhibits positive dispositions of caring, support, acceptance and fairness towards all. |  | Understands and enacts roles and responsibilities as mandated reporters and complies with all laws  |
|  | Establishes professional learning goals, and makes progress to improve practice. |  | Understand the structure and history of public education and school governance |

**Comments:**

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| **TPE 7 Effective Literacy Instruction for All Students (provide rating of 3 – 0)**  |
|  | Foundational skills: Provided instruction in phonological and/or phonemic awareness, including letter-sound, spelling-sound, and sound-symbol correspondences, as well as spelling patterns through explicit and direct instruction. |  | Content knowledge: Demonstrated literary, cultural, and discipline-specific knowledge as a powerful contributor to the comprehension of texts and sources of information and ideas |
|  | Meaning-making: Fostered connections with students’ prior knowledge and experiences, encouraging reasoning, inferencing, perspective-taking, transfer/generalization, and critical engagement in reading, writing, listening, and speaking across various disciplines.Engaged students actively in reading, listening, speaking, writing, interpreting texts, composing texts, conducting research, participating in discussions, interacting with peers, listening to and viewing materials, as well as delivering presentations. |  | Literacy instruction for students with disabilities: Delivered appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students, including but not limited to students with reading differences (Dyslexia) |
|  | Language development: Fostered oral and written language development for all students, including discipline-specific academic language; planned instruction based on the analysis of instructional materials and tasks |  | Integrated and designated English language development:Integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content |
|  | Effective Expression: Provided opportunities for students to discuss, orally present, and write in ways appropriate to their age and development so that their meanings are conveyed clearly |  | Literacy Assessment: Practiced diagnostic techniques that inform teaching, assessment, and early intervention techniques |

**Comments:**

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| **Questions, Action Items, and Post Observation Comments**Include any additional comments, concerns, suggestions, etc. |
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