

Student Teaching Observation Report

Multiple Subject Credential Program – San Francisco State University

Observation # (please circle): 2 3 4

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

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.

Lesson Objective:

General Context and Setting:

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

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:

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:

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:

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:

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:

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:

Questions, Action Items, and Post Observation Comments

Include any additional comments, concerns, suggestions, etc.