

North Park University
STUDENT TEACHER OBSERVATION FORM
School of Education-Education 4100, 4110, and 4120/Education 5810 (MATC)
(To be completed by University Supervisor)

Copies to:

____ Teacher Candidate file
 ____ Teacher Candidate

FOR OFFICE USE ONLY:

Scoring: Average Index _____
Total scores for all four categories and divide by total number of items checked.

Name of Candidate _____

Grade/Subject _____

Date _____

School _____

University Supervisor _____

Cooperating Teacher _____

Attached: Day's Lesson Plan ____ Day's Handout Materials ____ Other: ____
 (Day's lesson materials are to be initialed by supervising teacher.)

The learning outcomes below are based on the conceptual framework for NPU. The conceptual framework includes: Competent, Respectful, Reflective and Serving. This framework also reflects the Illinois Professional Teaching Standards (IPTS). For each outcome, use the following rubric to indicate the level at which the student is performing at this time. **Supervisors: Outcomes should be observable during the lesson.**

- 0 – The teacher candidate has not addressed the outcome during the observed lesson.
- 1 – The teacher candidate's performance demonstrates some progress, but requires improvement.
- 2 – The teacher candidate's performance demonstrates expectations for a student at this level.
- 3 – The teacher candidate's performance demonstrates very good/excellent progress for a student at this level.

Competent (IPTS: 1, 2, 3, 4, 5, 6, 7, 8, 10)	N/0	1	2	3
A. Lesson Preparation				
1. Writes clearly stated outcome-based objectives aligned with the Illinois Learning Standards.				
2. Demonstrates knowledge of subject matter by selecting major concepts, generalizations, and methods of inquiry central to the discipline he/she teaches.				
3. Specifies content area concepts and generalizations for the lesson.				
4. Incorporates prior learning into the lesson.				
5. Relates activities or learning experiences to the objectives				
6. Plans instructional procedures appropriate to students' stages of intellectual and social development that are appropriate to learning outcomes of the lesson.				
7. Identifies in lesson plan the use of varied learning experiences (i.e., cooperative groups, direct instruction, problem solving, etc.) that are sensitive to different learning and performance styles.				
8. Specifies "best practices"/ rationale in lesson plans.				
9. Adapts/Modifies curriculum and instruction in writing to special physical, social, cultural, and linguistic needs of individual students as appropriate.				
10. Evaluates stated objectives/learning outcomes in the assessment plan.				
11. Indicates appropriate use of technology in the lesson.				
B. Lesson Presentation				
12. Includes an introduction/anticipatory set.				
13. Uses a variety of teaching strategies/methods within the lesson.				
14. Presents lesson in a clear, logical order with intentional use of appropriate examples.				
15. Paces the lesson well by allowing adequate time for student understanding/practice of material.				
16. Implements teaching approaches that are sensitive to different learning & performances styles.				
17. Transmits enthusiasm for learning by presenting ideas/skills in a positive manner.				
18. Models appropriate listening and speaking skills when interacting with students.				
19. Strives to motivate students through engagement and active learning.				

B. Lesson Presentation Continued	N/0	1	2	3
20. Incorporates strategies for special needs learners.				
21. Experiments with multimedia resources/technology.				
22. Uses correct grammar and pronunciation.				
23. Incorporates technology appropriately: video, DVD, Internet lessons, etc.				
24. Summarizes concludes and/or refocuses ideas at the end of the lesson/unit.				
C. Assessment	N/0	1	2	3
25. Uses multiple measures within the lesson/unit to evaluate progress and mastery.				
26. Constructs quizzes, tests and/or other forms of formative and summative assessments within lesson/unit.				
27. Develops standards for grading as applicable to the lesson/unit.				
28. Creates alternative as well as standard forms of assessments during lesson/unit.				
D. Classroom Management	N/0	1	2	3
29. Demonstrates effective and efficient use of class time for routines & procedures.				
30. Strives to create a positive learning environment in which students feel secure and productive.				
31. Articulates positively stated class rules, consequences, and expectations for student behavior.				
32. Resolves discipline problems in a professional manner.				
Sub-Total				

Respectful (IPTIS: 1, 2, 3, 4, 5, 6, 8, 9, 10 and 11)	N/0	1	2	3
1. Demonstrates respect for the learning process by displaying high expectations in classroom learning goals, and well-prepared materials.				
2. Demonstrates professionalism by appropriate dress, conduct, regular attendance, punctuality, and communication.				
3. Incorporates students' experiences, cultural differences, and /or community resources into the lesson being observed as appropriate (i.e., refers to contributions to society by cultures represented in the classroom, acknowledges religious and other traditional customs, encourages the celebration of diversity within community, etc.)				
4. Uses students' names and indicates knowledge of some distinguishing qualities about them, i.e., special needs, abilities, behavior patterns, etc.				
5. Creates learning experiences, such as cooperative and collaborative work, that utilize and affirm the talents of each student as well as the importance of shared learning experiences.				
Sub-Total				

Reflective (IPTS: 1, 2, 3, 4, 5, 6, 8, 10)	N/0	1	2	3
1. Evaluates the use of an integrated approach of core language arts and technology into the lesson being observed.				
2. Justifies the use and appropriateness of a variety of teaching resources (textbooks, periodicals, etc.) and electronic teaching resources (videos, Internet, etc.) during the lesson to meet the needs of all students.				
3. Responds to students using a variety of learning activities to address the areas of development (cognitive, social, emotional, and physical) during and after the lesson being taught.				
4. Assesses individual and group performance during the lesson in order to design future instruction that meets learners' current needs.				
5. Determines the extent of social and cultural diversity in the classroom in order to create meaning during the lesson being taught in the classroom.				
Sub-Total				

Serving (IPTS: 1, 2, 3, 4, 5, 6, 8, 9, 10, and 11)	N/0	1	2	3
1. Shows enthusiasm in working with students during the lesson.				
2. Assists students during and after the lesson in order to achieve the objectives.				
3. Serves the needs of all students making modifications before, during, and after the lesson being taught.				
Sub-Total				
Grand Total				

Signature (University Supervisor)

Date

Candidate's Signature

Date

Reflective Comments: (use reverse side, if necessary, for all comments)

From the Supervisor

Reflective Comments: (use reverse side, if necessary, for all comments)

From the Student Teacher