

Observation Tools and Evaluation Scale

CHOICES: Conducting observations involves documenting what and how the student teacher demonstrated, providing evidence of planning, instructing, assessing, and being professional. There are three ways to document and share feedback with the student teacher that are included in this appendix. The first is an open-ended format of observing, identifying highlights, and proposing recommendations. The second format is a rating scale, providing a set of stems/ competencies to which to respond. The numerical rating is defined below. The third format is a rubric. If the rating scale or rubric is used, it is helpful to attach a few comments as well.

The mid and final evaluation tool is also a rating scale, asking the cooperating teacher and site supervisor to examine the extent to which the student teacher demonstrates competence as an evaluator, planner, instructor, collaborator, program coordinator, and professional.

5 = Outstanding	Demonstrates excellent understanding and application of professional skills and concepts; lessons are extremely well developed and engaging, assessments of students are thorough and relevant, interactions with students and professionals are high quality
4 = High Competence	Demonstrates strong understanding and application of professional skills and concepts; lessons are well developed and engaging (needs to give further attention to one or two elements), assessments of students are quite thorough and relevant (needs to examine one or two additional areas), interactions with professionals and students are quality
3 = Satisfactory	Demonstrates acceptable understanding and application of professional skills and concepts; lessons are developed and engaging, assessments of students are relevant, interactions with professionals and students are quality
2 = Minimal Competence	Demonstrates competence in some areas of understanding and application of professional skills and concepts, but has received feedback as to a number of areas in need of improvement; lessons are inconsistent or minimally developed and engaging, assessments are sparse, interactions with professionals and students are sporadically effective
1 = Not Meet Standards	Demonstrates inadequate competence in areas of understanding and application of professional skills and concepts; lessons are ineffective and disengaging, assessments are uninformative, struggles to make connections with professionals and students
N = Not Observed/ Insufficient Evidence	no documentation of the identified competence

**SUPERVISION FEEDBACK
STUDENT TEACHING**

Name:

Observation Date:

Placement:

Observation #:

Summary of Observation:

Objective description of the lesson observed, consisting of the sequence of events, exchanges between student teacher and students, statements of expectations and directions, use of materials, structure of lesson, and qualities of experiences, explanations, and responses. This section is a recap of what transpired.

Highlights:

Notes that convey what worked, what was effective, and what the student teacher did to support student performance and understanding. These notes indicate what about the structure of the lesson, interactions with students, qualities of questions and comments, use of materials, design of activities, aspects of explanations, and presentation of information and expectations reflected being prepared, attuned to students, comfortable with content, clear about objectives of lesson, and aware of how to work through the session.

Additional Thoughts and Recommendations:

Ideas for how to address challenges within the lesson, fine-tune teaching skills, develop approaches, hone in on objectives, enhance interactions with students, create more effective instructions or expectations or transitions. This is the place for suggesting alternative ways to prepare and deliver the lesson.

PRACTICUM STUDENT SELF-EVALUATION

Students are also asked to prepare a self-evaluation. They are to meet separately with their cooperating professionals and college supervisors. During the mid-evaluation, the student will share her/ his list of areas of strength, those in need of improvement, and goals for the remainder of the semester with both the cooperating teacher and college faculty. During the final evaluation meeting, the student will share her/ his completed Evaluation Tool and that of the cooperating professional. The student will also list areas of strength, those in need of improvement, and goals for student teaching. *The Role Model* (consider how you perform as an evaluator, planner, instructor, team member) and the corresponding competencies may be helpful for students as they consider who they are and what they want to achieve.

Format for Self Evaluation

	Mid-semester	Final
Professional Strengths		
Areas in Need of Improvement		
Questions and Concerns		
Goals for Remainder of Semester or Student		

Teaching		
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REFLECTIONS ABOUT OBSERVED LESSON/ TEACHING

The first question asks you to recap your own analyses of the observations. The second question asks you to respond to feedback, looking at what is useful, viable, and of no significance.

Name: _____
Observation # _____

Post-observation thoughts (How do you think the lesson/ session went? What effective teaching practices did you demonstrate? What do you feel you want to develop further?):

Post- feedback thoughts (How do the comments reflect your intentions, your views of what transpired during the session? In what way(s) do comments offer additional perspective to what you did? With what do you agree, disagree, question? How will you use the feedback?):

Student Teaching Observation Rating Scale

Name: _____ Placement: _____
 Cooperating Professional: _____ Date: _____
 Completed by: _____

	Rating
A. PLANNER:	
1. Prepares lessons which blend review, direct instruction, modeling, and guided practice	
2. Identifies lesson objectives (student outcomes for instruction)	
3. Organizes materials & ideas into sequence of building on prior knowledge, skills, and successes	
4. Selects materials appropriate for focus of lesson and student needs	
5. Designs assessments to correspond with objectives and to document student progress throughout lesson	
B. INSTRUCTOR:	
1. Communicates enthusiasm through animation, voice inflections, and actions	
2. Secures student attention	
3. Activates prior knowledge and reviews relevant skills/ concepts	
4. Conveys purpose of lesson and demonstrates relevance of focus for the students	
5. Sets rules and expectations for behavior during lesson/ activity and follows through	
6. Engages students in lesson/ activity by asking questions, giving students opportunity for choral and individual responses, and providing ways to be active relative to material/ task/ group (maintains student attention)	
7. Presents lessons in a step by step manner; progressing from introduction to demonstration, explanation, modeling to guided practice to independent tasks	
8. Checks for student understanding throughout lesson	
9. Defines assignments and performance expectations clearly	
10. Structures ways for students to get help, deal with "wait time," make transitions, and use materials	
11. Manages time allocated for lesson to meet intended objective, keeps pace to maintain student attention, and shifts gears when situation calls for it	
12. Offers help and feedback to students in ways that encourages problem solving and participation	
13. Brings closure to lessons by reviewing concepts taught and preparing for next activity	
14. Arranges physical space to support planned activities	
15. Uses language commensurate with the level of the students (comprehensible, clear)	
16. Maintains records of student performance	
C. PROFESSIONAL BEHAVIOR:	
1. Presents self with assurance & poise	
2. Takes initiative in participating in the learning environment	
3. Listens to and follows through on constructive criticism	
4. Relates to teachers and students with respect, humor, and clarity	
5. Reflects on the effectiveness of the lesson, analyzing teacher behaviors and student outcomes	

Comments (please feel free to use the back or a separate sheet of paper):

Student Teaching Observation Rubric

Name: _____ Placement: _____

Cooperating Professional: _____ Date: _____

Completed by: _____

PLANNER	Does Not Meet Acceptable Standards	Meets Beginning Standards	Exemplary Standards	NA/NO
Written lesson plan	Not available prior to lesson	Written plan has main components but missing some detail	Written plan is comprehensive, and clear	
Content appropriate to students	Content appears to be far above or below the level of the student, does not correspond to IEP goals, or does not reflect accurate content knowledge	Two of the three criteria are met: Content at the appropriate level; matches IEP goals; accurate content knowledge	Content is appropriate for the level of the student(s), matches IEP goals, and reflects accurate content knowledge	
Clear objectives	No objective or written as an activity goal	Clearly written but not measurable	Clearly written, measurable objective	
Methods relate to objective(s)	Methods are not stated, poorly sequenced, do not relate to the objective, or are not appropriate for the student(s)	Methods are written too briefly, have an unclear connection to the objective but seem appropriate for the student(s)	Methods are clearly written, correspond to the objective, and are appropriate for the student(s)	
Appropriate materials	Materials are not prepared and organized, do not complement the activity, or are too difficult/too simple	Material needs better organization but complement the activity well	Materials are all prepared, complement the activity well, and are at the student(s) level	

<i>INSTRUCTOR</i>	Does Not Meet Acceptable Standards	Meets Beginning Standards	Exemplary Standards	NA/NO
Opening/Introduction				
Secures students' attention	Student teacher does not use effective strategies to secure student's attention – they are focused on other materials, people, or activities	Student teacher tries several strategies until s/he eventually secures the students' attention	Student teacher uses effective strategies to gain students' attention --Students are focused on the student teacher as s/he begins the lesson	
Reviews rules and expectations	Rules and expectations are not reviewed at the beginning of the lesson	Student teacher seems to remember to review rules and expectations after students show inappropriate behavior	Student teacher clearly reviews rules and expectations, reminds students of consequences for behavior	
Reviews relevant prerequisite skills and prior knowledge	Student teacher does not refer to previous lessons or prior knowledge	Student teacher reviews pre-skills after noticing that students are not making connections to prior knowledge or skills	Student teacher makes connections to previous lessons and skills and connects to prior knowledge	
Presents purpose of the activity	Student teacher starts activity without describing the purpose, goal, or outcome of the activity.	Student teacher starts the activity and then explains the activity but needs to be more clear about purpose or outcomes of the activity	Student teacher describes the purpose of the activity and helps the students understand the relevance of the activity	
Body Of Lesson				
Keeps students' attention	Low energy, low enthusiasm, little engagement of students, poor use of redirecting	Uses appropriate level of enthusiasm, most students engaged, some students need to be redirected and focused	Good level of enthusiasm, all students engaged and focused during lesson	
Appropriate prompting of responses	Student teacher gives answer, does not cue or prompt, does not use "wait time"	Prompting used but inconsistent -- need to work on cueing, prompting, or "wait time"	Student teacher responsive to needs of student by cueing, prompting, and using appropriate "wait time"	

<i>INSTRUCTOR</i>	Does Not Meet Acceptable Standards	Meets Beginning Standards	Exemplary Standards	NA/NO
Individualizes to students' needs	Instruction does not respond to diverse needs of student in group/class	Instruction (directions, materials, outcomes) are effective for most students in group/class	Instruction (directions, materials, outcomes) shows accommodations/modifications for individual students	
Models/demonstrates and uses guided practice if appropriate	Student teacher seems to expect students in class to know what to do without modeling, demonstration, or guided practice	Student teacher uses modeling, demonstrations, or guided practice after students show confusion	Student teacher anticipates students' need and used modeling, demonstrations, and guided practice	
Checks for student understanding	Student teacher does not take the time to frequently check for student understanding	Student teacher responds after students show confusion or do not understand	Student teacher anticipates need for checking for understanding and uses frequent checks	
Maximizes success	Instructional level appears too difficult and students do not grasp concepts or perform at an acceptable level	Instructional level meets success for most students in group/class but some students perform below acceptable level	Instructional level maximizes success for all students in group/class	
Gives appropriate feedback	Student teacher gives no or negatively framed feedback to students	Student teacher gives either verbal or written feedback but needs to work on being more specific	Student teacher gives appropriate and constructive verbal and written feedback to students	
Effective individual and small group management skills	Individuals or small groups are left unattended for long periods of time leading to little student time-on-task	Individuals or small groups are given appropriate attention but the student teacher responds in a reactive rather than planful manner	Individuals or small groups are given appropriate attention with the student teacher moving smoothly from place to place	
Closing				
Introduces independent work	Student teacher does not give directions or give clear directions	Directions are given but need more clarity for student success	Independent work is clearly introduced to students	
Reviews/Previews	Student teacher does not review lesson or give a clear preview of next activity/lesson	Student teacher adds the review or previews but does not do both smoothly	Student teacher concludes lesson with review of lesson and gives a clear description of next activity/lesson	

<i>INSTRUCTOR</i>	Does Not Meet Acceptable Standards	Meets Beginning Standards	Exemplary Standards	NA/NO
Appropriate transition procedures	Student teacher does not state clear expectations for how students should move or start the next activity or the student teacher does not have students' attention when directions are given	Student teacher gives directions but some students are not focused or directions need to be restated; most students responds appropriately	Student teacher clearly gives directions for students to move or start next activity while students are still focused on the student teacher	

COMMENT:

SPED Student Teaching Competency Rating Form

Student: _____

Semester, Year: _____

Cooperating Teacher: _____

Placement: _____

College Supervisor: _____

Form completed by: _____

	Date	Cooperating Teacher or Site Supervisor Signature	Student Teacher Signature
Mid-evaluation			
Final Evaluation			

The rubric for rating student teacher performance on the scale is designed to help set criteria for assigning numerical scores. Please use the guidelines, which appear below, as a reference.

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N = Not Observed/ Insufficient Evidence	no documentation of the identified competence

SPED Student Teaching Competency Rating Form

Name: _____ Placement: _____
 Cooperating Professional: _____ Date: _____
 Completed by: _____

EVALUATOR	Mid- evaluation	Final Evaluation
1. gathers information from a student's file (prior testing, descriptions, IEP, etc.) and organizes it meaningfully		
2. raises questions about how descriptions of the student connect with who s/he is as a learner (ex. reader, writer, participant, etc.)		
3. selects and justifies use of assessment strategies and tools		
4. administers and analyzes informal assessments		
5. uses assessment findings to describe the student as a learner, using words that are understood by all constituents		
6. incorporates assessment findings into appropriate sections of the IEP (ex. profile/ learning style, present levels of performance)		
7. conducts and analyzes functional behavior assessments to describe behavior(s), determine triggers, identify impact of environment and consequences, and hypothesize the goal behavior achieves		
8. designs tools to document student performance, participation, and progress, figuring out the effectiveness of lessons and student responsiveness to interventions		
PLANNER	Mid- evaluation	Final Evaluation
1. writes goals, objectives, and descriptions of instruction and access to general education for the IEP based on assessment data		
2. prepares lessons which blend review, direct instruction, teacher modeling and demonstration, active learning, and evaluation		
3. creates lessons which draw on prior knowledge, experiences, and successes		
4. articulates procedures for lessons, that represent a sequence of building on prior knowledge, skills, and successes		
5. selects and develops teaching strategies, materials, and approaches appropriate for the focus of the lesson and student learning needs		
6. plans use of different tasks to allow student to gain familiarity, practice, and work toward mastery with skills/ concepts		
7. designs questions, group and individual assignments to correspond with lesson objectives		
8. anticipates use of time, logistics of lessons, and possible challenges that may arise		
9. evaluates the effectiveness of planned lessons and instructional materials as a basis for adapting curriculum and adjusting instruction as dictated by student needs		
10. generates a behavior intervention plan that reflects FBA data and suggests strategies to modify teacher behavior, alter potential triggers, teach replacement behaviors and social skills, and alternate the consequences following behaviors		

PLANNER (CON'T.)	Mid-evaluation	Final Evaluation
11. work with classroom teacher to identify adjustments of lesson objectives, modifications of assignments and materials, alternatives to approaches, supplementary instruction to support student access to the general education curriculum and classroom		
INSTRUCTOR	Mid-evaluation	Final Evaluation
1. teaches with enthusiasm as evidenced by eye contact and animation of voice and actions		
2. involves student(s) in lessons by reviewing prior learning, explaining the purpose, and making relevant		
3. begins lessons by gaining student attention, stating rules and expectations, reviewing prior learning, and stating the purpose and relevance		
4. presents lessons in a step by step manner, progressing from introduction to demonstration, explanation, modeling to guided practice to independent assignments		
5. involves students in lessons by eliciting frequent responses, promoting related activity, and acknowledging their efforts poses questions		
6. communicates clearly and comprehensibly with students, using language consistent with their level and explaining concepts, assignments, and performance expectations understandably		
7. states rules, expectations, and consequences for performance and behavior and follows through on them		
8. checks for student understanding throughout lesson		
9. structures ways for students to get help, deal with "wait time," make transitions from one task to the next, and use materials		
10. monitors student involvement in lesson, understanding of skills, concepts, and investment in independent tasks		
11. arranges the physical learning environment to enhance student participation and completion of tasks		
12. brings closure to lessons by reviewing concepts taught and preparing for the next activity/ transition		
13. establishes rapport with students and communicates respect for individuality		
14. manages time and pace of lessons, shifting directions and activities when the situation calls for it		
15. offers help and guides students through learning, keeping responsibility for work on the student		
16. documents student performance and revises instruction accordingly; offering additional review, providing alternative approaches, or moving on to other skills		
PROGRAM COORDINATOR (Solo Week)		
1. oversees the planning, implementation and evaluation of multiple IEPs concurrently during solo week.		
2. schedules flexible grouping to arrange for student participating in both special education and inclusive settings during solo week.		
3. uses a master schedule that includes direct and indirect service, evaluation, planning, and collaboration during solo week		

4. manages the multiple tasks and responsibilities of a special education teacher.		
PROFESSIONAL / REFLECTIVE PRACTITIONER	Mid- evaluation	Final Evaluation
1. demonstrates responsibility by arriving when scheduled, being prompt and prepared for working in setting		
2. presents self with assurance and poise		
3. accepts and follows through on assigned responsibilities of practicum experience (on and off site)		
4. takes initiative in participating in environment, creating teaching opportunities and finding materials and resources		
5. works cooperatively with cooperating professional and other professionals in the setting(s)		
6. discusses issues pertaining to students discretely and with respect for confidentiality		
7. indicates awareness of own professional strengths and areas in need of improvement		
8. seeks out, listens to, and acts on constructive feedback from cooperating professional and college supervisor		

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COMMENTS: