

METROPOLITAN STATE UNIVERSITY OF DENVER

Office of Clinical Experiences & Partnerships

STUDENT TEACHING OBSERVATION REPORT

Student Teacher		Visit Number	
School		Subject/Grade	
Date of Observation			

Lesson Description:

Directions: Each student teacher is evaluated on their proficiency as a teacher candidate in relation to the revised (August 2018) Colorado Teacher Quality Standards. For each element under each of the four TQS, you will indicate "source(s)" and "level." Over the period of student teaching **all** standards must be evaluated at least once. Provide additional comments and documentation in the space provided.

Evaluation Key

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|------------------------------|------------------------|--------------------------------------|
| O=Observation of Performance | N=Needs Improvement | Blank=Not Proficient or Not Observed |
| L= Lesson Plan | D=Developing | |
| T= Teaching Artifacts | P=Proficient | |
| C=Conferences or Seminar | E=Exceeds Expectations | |

QUALITY STANDARD 1

Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

Source	Level	Element
		1.A Provides instruction aligned with TQS & district's plan of instruction.
		1.B Develops and implements lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.
		1.C Demonstrates knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

Comments (Areas of strength, weakness, or recommendations):

QUALITY STANDARD 2

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Source	Level	Element	Source	Level	Element
		2.A Fosters a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.			2.D Works collaboratively with families and/or significant adults for the benefit of the students.

		2.B Demonstrates awareness of, a commitment to, and respect, for mutual aspects of diversity, while working toward common goals as a community of learners.
		2.C Engages students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students with unique interests and strengths.

Comments (Areas of strength, weakness, or recommendations):

QUALITY STANDARD 3

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Source	Level	Element	Source	Level	Element
		3.A Demonstrates knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.			3.E Provides students with opportunities to work in teams and develop leadership.
		3.B Uses formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.			3.F Models and promotes effective communication.
		3.C Integrates and utilizes appropriate available technology to engage students in authentic learning experiences.			
		3.D Establishes and communicates high expectations and uses processes to support the development of critical-thinking and problem solving skills.			

Comments (Areas of strength, weakness, or recommendations):

QUALITY STANDARD 4

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Source	Level	Element
		4.A Demonstrates high standards for professional conduct.
		4.B Links professional growth to their professional goals
		4.C Able to respond to a complex, dynamic environment
		4.D Demonstrates leadership in the school, community, and the teaching profession.

Comments (Areas of strength, weakness, or recommendations):

Personal and Professional Dispositions

<p>Level</p> <p>N P E</p> <ul style="list-style-type: none"><input type="checkbox"/> Attendance/Punctuality<input type="checkbox"/> Self- Initiative/Independence<input type="checkbox"/> Reliability/Dependability<input type="checkbox"/> Oral Expression<input type="checkbox"/> Written Expression	<p>Level</p> <p>N P E</p> <ul style="list-style-type: none"><input type="checkbox"/> Collegiality<input type="checkbox"/> Interaction with Students/Peers<input type="checkbox"/> Commitment to the Profession<input type="checkbox"/> Professional Ethics/Demeanor<input type="checkbox"/> Critical Thinking Skills	<p>Level</p> <p>N P E</p> <ul style="list-style-type: none"><input type="checkbox"/> Tact/Judgment<input type="checkbox"/> Response to Feedback/Supervision<input type="checkbox"/> Desire to Improve own Teaching Performance<input type="checkbox"/> Attention towards Learners
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Observation Summary

Greatest area(s) of strength:

Area(s) for additional focus:

To remember for next time:

Progress Rating

- On track for proficiency
- Needs More Work
- Advanced

Teacher Work Sample parts A and B approved? YES NO

University Supervisor Name

Date

Please Note: This form should be used for note-taking purposes only - all official observation forms must be submitted by the supervisor through the online Qualtrics link.