

# GUIDE FOR STUDENT TEACHER OBSERVATION REPORTS

## Forms A, B and C

The purpose of this guide is to assist university supervisors and cooperating teachers in interpreting the Performance-Based Standards for Colorado Teachers and applying them to classroom practices of student teachers.

Good Acceptable Needs Improvement
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**Student Teacher** \_\_\_\_\_  
**Observer's Name** \_\_\_\_\_  
**Subject/Grade** \_\_\_\_\_  
**School** \_\_\_\_\_  
**Date/Time** \_\_\_\_\_

Observation number for **this** student teacher in **this** school by **this** person (mark the number)

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>

### Knowledge of Literacy

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| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Bases instruction on content needs and/or ongoing assessment<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Develops reading comprehension and promotes independent reading<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Uses reading to accomplish a variety of tasks<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Promotes sound writing practices | > Secondary - plans for incorporation of literacy (reading, writing, speaking, viewing and listening) instruction based on specific needs within the content area.<br>> "Variety of tasks" - includes reading for pleasure, reading for information and reading to solve problems. |
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### Knowledge of Mathematics

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| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Demonstrates knowledge and use of Colorado Model Content Standards to guide instruction<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Uses mathematics accurately<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Introduces problem solving strategies<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Applies mathematical reasoning | > Secondary - plans for incorporation of mathematics instruction based on specific needs within the content area.<br>> "Colorado Model Content Standards to guide instruction" - integrates standards appropriately into curriculum. |
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### Knowledge of Standards & Assessment

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| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Bases instructional plans on Colorado Model Content Standards<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Provides feedback to students designed to improve performance<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Develops and utilizes appropriate assessment tools<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Develops lessons consistent with district goals and state standards | > "Instructional plans" – uses assessment data for planning and organizing instruction.<br>> "Feedback" - provides written and verbal feedback to students.<br>> "Appropriate assessment tools" - includes formal and informal assessments and rubrics. Assessments are valid and reliable. |
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### Knowledge of Content

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| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Utilizes appropriate content knowledge<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Utilizes Colorado Model Content Standards to guide instruction<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Provides appropriate unit/lesson plans<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Creates instruction designed to impact knowledge/understanding |  |
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### Knowledge of Classroom & Instructional Management

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| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Utilizes appropriate and effective discipline techniques*<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Utilizes appropriate and effective management techniques including use of time and transitions<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Promotes acceptable student behavior*<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Applies appropriate intervention strategies and practices<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Utilizes a record-keeping system for recording assessment information | > "Effective discipline techniques" – includes developing positive behavior and respect for the rights of others.<br>> "Acceptable student behavior" – includes modeling and articulating the democratic ideal. |
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### Knowledge of Individualization of Instruction

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| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Matches teaching techniques to individual needs of each student<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Designs and/ or modifies standards-based instruction in response to diagnosed student needs<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Individualizes instruction for students with learning exceptionalities<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Applies appropriate intervention strategies and practices | > "Diagnosed student needs" - includes needs of exceptional learners and English language learners.<br>> "Learning exceptionalities" – includes students who are gifted, English language learners and students with educational disabilities. |
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### Knowledge of Technology

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| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Applies technology to delivery of standards-based instruction<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Instructs students in technology skills when appropriate<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Integrates technology to enhance instruction when appropriate |  |
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### Professionalism

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| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Creates professional appearance<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Demonstrates cooperation<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Focuses on attention to tasks<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Responds with flexibility of response to circumstances<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Demonstrates self-reflection about performance*<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> > Accepts suggestions as tools for growth |  |
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\* **Democracy, Educational Governance and Careers in Teaching** (Elements of this standard have been incorporated in *Knowledge of Classroom & Instructional Management* and *Professionalism*)