

Evaluate/Score Work

Area: University Supervisor: Supv-Observation 1
Author: Author (Z number: Not Student or Faculty)
Work Submitted: 08/30/2017 04:30:47 PM (EDT)

Preview Mode

The program creator added the following instructions to help guide your evaluation:

Evaluate work using the form "Stockton Student Teacher Observation Form (as of Spr16)"

Response is required

Stockton Student Teaching Formal Observation Form

This form should be used for all formal observations of the student teacher. A separate midterm & final evaluation form are used after the 3rd and 6th observation by the college supervisor. Contact information is provided at the end of the document if you have any questions or concerns.

Observation #

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*College supervisors- minimum of 6 formal observations (3 prior to midterm evaluation & 3 prior to final evaluation)
*Cooperating teachers- minimum of 4 formal observations (2 prior to midterm evaluation & 2 prior to final evaluation)

Please make a selection...

If you select "Other" above, please complete the following:

Date of Observation

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(Max chars: 10,000)

0 **Count**

Cooperating Teacher

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(Max chars: 10,000)

0 **Count**

Student teacher

Save Draft

Enter name of student teacher

(Max chars: 10,000)

0 **Count**

Student Teacher Z number

Save Draft

Enter Z number of student teacher

(Max chars: 10,000)

Name of K - 12 School

Name of school of student teacher

(Max chars: 10,000)

Grade/Subject

(Max chars: 10,000)

Number of Students in Classroom

(Max chars: 10,000)

Semester

Student Teaching Placement Level

- Elementary
- Middle
- Secondary
- K-12 (Art, World Language)

Educators in the Room

This considers all professionals in the room beyond the student teacher. Many times there may be multiple professionals in the room such as para-professionals, inclusion teacher, one-on-one aide, etc. Professionals are all employees of the school that are active in the classroom at the time of observation. Please check of any that were present when you observed. Use "other" for any not listed.

- Paraprofessional
- One on One Aid
- Inclusion Teacher
- Basic Skills Teacher
- Other:

Observation Details

Refer to your personal hard copy of The Framework for Teaching Evaluation Instrument, 2013 Edition by Charlotte Danielson when completing this form. You may also seek additional resources at the Supervisor's website, <http://tinyurl.com/TEDUSupervisor>.

Date Taskstream lesson plan submitted

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Topic of Lesson

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(Max chars: 10,000)

0 Count

What student teaching model is being used?

Clear

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Traditional vs. Co-teaching. If co-teaching team has not been trained by Stockton, they should be using a student teaching traditional model.

- Traditional Takeover Model
- Co-teaching Model

If you are co-teaching, please select which of the seven models is being used in this lesson.

Clear

Save Draft

- One teach, one observe
- One teach, one assist
- Station Teaching
- Parallel Teaching
- Supplemental
- Alternative (Differentiated)
- Team teaching
- Not applicable- in traditional takeover placement

Domain 1: Planning and Preparation

During pre-observation conference, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN I: Planning and Preparation

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- 1a. Knowledge of content and pedagogy**
 - Knowledge of content and structure of the discipline
 - Knowledge of prerequisite relationships
 - Knowledge of content-related pedagogy
- 1b. Knowledge of students**
 - Knowledge of child and adolescent development
 - Knowledge of the learning process
 - Knowledge of students' skills,
 - Knowledge and language proficiency
 - Knowledge of students' interests and cultural heritage
 - Knowledge of students' special needs
- 1c. Selecting instructional goals**
 - Value, sequence and alignment
 - Clarity
 - Suitability for diverse students
 - Balance

1d. Demonstrating knowledge of resources

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

1e. Designing coherent instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f. Designing student assessments

- Congruence with instructional
- Criteria and standards
- Design of formative assessments
- Use for planning

Details on each component can be found at:
Danielson Framework Reference

(Max chars: 20,000)



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DOMAIN 2: The Classroom Environment

During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN 2: The Classroom environment

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This domain should address each of the following components:

2a. Creating an Environment of Respect and Rapport

- Teacher interaction with students, both words and actions
- Student interaction with other students, both words and actions

2b. Establishing a Culture for Learning

- Importance of the content and of learning

2c. Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties

2d. Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e. Organizing Physical Space

- Arrangement of furniture and use of physical space
- Safety and accessibility

Details on each component can be found at:
Danielson Framework Reference

(Max chars: 20,000)

DOMAIN 3: Instruction

During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN III: Instruction

This domain should address each of the following components:

3a. Communicating with Students

- Expectations for learning
- Directions for activities
- Explanation of content
- Use of oral and written language

3b. Using Questioning/Prompts & Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

3c. Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d. Using Assessment in Instruction

- Assessment and criteria
- Monitoring of students learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e. Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Details on each component can be found at:
Danielson Framework Reference

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DOMAIN IV: Professionalism

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This domain should address each of the following components:

4a. Reflecting on teaching

- Accuracy
- Use in future teaching

4b. Maintaining accurate records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c. Communicating with Families

- Information about the instructional programs
- Information about individual students
- Engagement of families in the instructional program

4d. Participation in a Professional Community

- Relationships with Colleagues
- Involvement in a culture of professional inquiry
- Service to the school

4e. Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f. Showing Professionalism

- Integrity and ethical conduct
- Service to Students
- Advocacy

-Decision Making

- Compliance with school/district regulations

Details on each component can be found at:

Danielson Framework Reference

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Accommodations (Describe)

Save Draft

Please describe accommodations made in planning or that took place during instruction.

(Max chars: 10,000)

0

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Technology Integration? (Describe)

Save Draft

Please describe any technology used, other than word processing, in planning or during instruction.

(Max chars: 10,000)

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Conferencing Notes w/Cooperating Teacher

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In the area below, provide a summary of conversation with the cooperating teacher regarding student teacher progress including observations regarding improvement/change since the last visit.

(Max chars: 20,000)

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School of Education

Please direct any questions, concerns, or technical issues to:

Stockton University
School of Education
101 Vera King Farris Drive, Galloway, NJ 08205
Phone: (609) 652-4688 Fax: (609) 626-5528
E-mail: Jeanne.DelColle@stockton.edu

Form Information

Danielson, Charlotte (2014). The Framework For Teaching Evaluation Instrument, 2013 Edition. Princeton, NJ: Charlotte Danielson Group.

Revised 12/2015

Final mark: Does this work meet requirements?

SCORE

- Meets Requirement **Attach files - Optional (Up to 3 files)**
- Does not Meet

NAME	FILE (5 MB MAX)	VISIBLE TO AUTHOR?
<input type="text"/>	<input type="button" value="Choose File"/>	<input type="checkbox"/>
<input type="button" value="Add More Files"/>		

Next Steps

- Send back for revision**
This report will be sent back as a provisional evaluation to help guide the author's revision. The author will have to resubmit work in order to be re-evaluated.
 - Send external email notification


Unsubscribed from notification

Checkbox disabled

- Record as final but release evaluation to author later**
- Record as final and release evaluation to author now**
Author will immediately receive this evaluation report.
 - Send external email notification

Decide what to do with this evaluation

Unsubscribed from notification 

Checkbox disabled 

CANCEL

CHECK SPELLING

SAVE DRAFT

PREVIEW

SUBMIT EVALUATION NOW

