**3.3 e Hanover College Instructional Observation Form**

(April, 2013)

Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time of Observation: \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_

Date of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observation **#1 #2 #3** (circle)

**ASSESSING STUDENT TEACHING STANDARDS**

The organization of these notes matches the Student Teacher Evaluation form. These anecdotal or qualitative notes should inform scores (1, 2, 3, or 4) that you would determine on the Student Teacher Evaluation form. Bullet-points or narrative and type or handwriting can be used.

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| 1. **Competence: Content and Central Concepts** In what ways does the student teacher show an understanding of the central concepts in this lesson?
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| 1. **Competence: Pedagogical Knowledge** In what ways does the student teacher demonstrate instruction that effectively connects student standards to relevant curriculum and students’ prior knowledge and development?
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| 1. **Competence: Unit/Lesson Planning and Assessment** In what ways does the student teacher demonstrate advanced planning, creative learning options, anticipated adaptations for students’ special needs, student engagement, and checks for student understanding?
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| 1. **Competence: Organization for Teaching** In what ways does the student teacher demonstrate effective communication, a positive, respectful classroom climate, varied role as a coach, participant, or presenter; small and large group instruction, and use of multi-media and interactive technologies?
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| 1. **Competence: Critical Thinking** In what ways does the student teacher encourage multiple perspectives, address misconceptions, problem solving, higher order thinking questions, and diverse student response?
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| 1. **Cultural Responsiveness:** In what ways does the student teacher facilitate a community of learners and communicate high expectations for all students? (RTI, inclusion, English Language Learners, multiple intelligences, cultural diversity that includes gender, race, ability, religion, multicultural curriculum)
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| 1. **Commitment and Critical Reflection:** In what ways does the student teacher evaluate the effects of his/her choices and actions on students, colleagues, parents, and others in the school community? How does the student teacher respond to feedback from mentors and students? In what ways does the student teacher seek assistance?
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| 1. **Commitment and Critical Reflection:** In what ways does the student teacher make adjustments in curriculum, assessments, or instruction in order to increase student learning?
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The student teacher is required to write a post-teaching analysis of his/her teaching and student learning for the College supervisor and the teacher mentor.

**Signatures:**  Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_