

TEXAS STATE STUDENT TEACHING

Formal Observation Form - Based on Danielson Framework for Teaching

(This Word form may be completed and used during the Final Evaluation conference. Or, a printed copy of the ePortfolio Final Evaluation may be used.

Actual performance data and comments must be entered in ePortfolio.)

NOTE: Gray highlights indicate areas in which the student teacher has little control and/or responsibility; therefore, no rating is required in these areas. Some wording of the FfT components has been added or modified by Texas State University to more appropriately align with the student teacher role. Those adjustments appear in italics.

ED/OEP/Student Teacher Observation # _____	
Student:	Observer:
School:	Subject:
Cooperating Teacher:	Date (mm/dd/yy):
Duration (in minutes):	

Observation Context:

- ☐ In-person observation in a classroom setting.
- ☐ Synchronous observation in a virtual setting.

Proficiency Ratings: 1 = Unsatisfactory 2 = Basic 3 = Proficient NA = Not Applicable

Domain 2: Classroom Environment				
Components and Elements	1	2	3	NA
2a. Creates an environment of respect and rapport. <ul style="list-style-type: none"> Teacher interactions with students, including both words and actions Student interactions with other students, including both words and actions 				
2b. Establishes a culture for learning. <ul style="list-style-type: none"> Importance of the content and of learning Expectations for learning and achievement Student pride in work 				
2c. Manages classroom procedures. <ul style="list-style-type: none"> Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties 				
2d. Manages student behavior. <ul style="list-style-type: none"> Expectations Monitoring of student behavior Response to student misbehavior 				

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2e. Organizes Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Furniture arrangement and use of physical resources 				
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Domain 2 Evidence - Evidence related to this domain that cites specific student and teacher words, actions, etc.*
Domain 2 Area(s) of Reinforcement - Address no less than one area in which the ST excels, citing evidence and offering suggestions for next steps (if any).
Domain 2 Area(s) of Refinement - Address no more than two areas in which the ST can improve, citing evidence and offering suggestions for next steps (required).

Domain 3: Instruction				
Components and Elements	1	2	3	NA
3a. Communicates with students. <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 				
3b. Uses appropriate questioning and discussion techniques. <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation 				

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3c. Engages students in learning. <ul style="list-style-type: none"> ● Activities and assignments ● Grouping of students ● Instructional materials and resources ● Structure and pacing 				
3d. Uses assessment in instruction. <ul style="list-style-type: none"> ● Assessment criteria ● Monitoring of student learning ● Feedback to students ● Student self-assessment and monitoring of progress ● Lesson adjustment 				
3e. Demonstrates Flexibility and Responsiveness <ul style="list-style-type: none"> ● Lesson adjustment ● Response to Students ● Persistence 				

Domain 3 Evidence - Evidence related to this domain that cites specific student and teacher words, actions, etc.*
Domain 3 Area(s) of Reinforcement - Address no less than one area in which the ST excels, citing evidence and offering suggestions for next steps (if any).
Domain 3 Area(s) of Refinement - Address no more than two areas in which the ST can improve, citing evidence and offering suggestions for next steps (required).

Domain 1: Planning

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Components and Elements	1	2	3	NA
1a. Demonstrates knowledge of content and pedagogy. <ul style="list-style-type: none"> • Knowledge of content and structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy 				
1b. Demonstrates knowledge of students. <ul style="list-style-type: none"> • 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. Demonstrates ability to set instructional outcomes. <ul style="list-style-type: none"> - Value, sequence, and alignment - Clarity - Balance - Sustainability for diverse students 				
1d. Demonstrates knowledge of resources. <ul style="list-style-type: none"> - Resources for classroom use - Resources to extend content knowledge and pedagogy - Resources for students 				
1e. Demonstrates ability to provide coherent instruction. <ul style="list-style-type: none"> - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure 				
1f. Demonstrates ability to <u>design</u> incorporate student assessments. <ul style="list-style-type: none"> - Congruence with instructional outcomes - Criteria and standards - <u>Design</u> Use of formative assessments (<i>incorporates strategies to check for understanding</i>) - Use for planning 				

***Domain 1 Required Evidence and Feedback:** Upload the originally submitted lesson plan, which includes the completed ST Fac feedback section (Part D of required lesson plan form).

Domain 4: Professional Responsibility

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Components and Elements	1	2	3	NA
4a. Reflects on teaching. <ul style="list-style-type: none"> ● Accuracy ● Use in further teaching 				
4b. Maintains accurate records. <ul style="list-style-type: none"> ● <i>Classroom</i> student completion of assignments ● <i>Classroom</i> student progress in learning ● Non-instructional records 				
4c. Communicates with families. <ul style="list-style-type: none"> ● Information about the instructional program ● Information about individual students ● Engagement of families in the instructional program 				
4d. Participates in a professional community. <ul style="list-style-type: none"> ● Relationships with <i>University and campus placement</i> colleagues ● Involvement in a culture of professional inquiry ● Service to the school ● Participation in school and district projects ● <i>Participation in University and campus placement events/meetings/trainings</i> 				
4e. Demonstrates professional growth and development. <ul style="list-style-type: none"> ● Enhancement of knowledge and skills ● Service to the profession ● Receptivity <i>and responsiveness</i> to feedback ● <i>Improvement/growth in performance</i> 				
4f. Demonstrates professionalism. <ul style="list-style-type: none"> ● Integrity and ethical conduct ● Advocacy ● <i>Equitable</i> service to <i>all</i> students ● <i>Sound judgment</i> and decision-making ● Compliance with <i>university/campus/district</i> regulations 				

Domain 4 Summary, Comments, and Suggestions - Summative comments and suggestions specific to this domain.*

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