Student Teaching Observation Focus Guide

Think about a *typical* teaching day - not the best, nor the worst. Circle the description for each standard that best describes your typical behavior. Identify the two standards which you would like your supervising teacher to observe and evaluate for this session, with a brief description of your concerns.

Teacher Standard _____

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Teacher Standard _____

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Standard	Advanced Skills (4 points)	Excellent Progress (3 points)	Emerging Skills (2 points)	Struggling (1 point)
1 **content knowledge**	Can explain complex ideas from subject area in a way that students can understand.	Understands but can't explain some complex ideas. Is willing to say, "I don't know."	Explains the basics, but gets stuck easily. Is flustered by not knowing.	Asserts incorrect information. Will make up something instead of not knowing.
2 **individual development**	Consistently demonstrates knowledge of individual differences in the learning styles, behaviors, and rates of learning of disabled students.	Most often understands individual differences of disabled students.	Sometimes understands individual differences of disabled students.	Does not understand nor respond to individual differences of disabled students.
3 **approaches to learning**	Effectively demonstrates the ability to recognize and adapt instructional techniques to appropriately address the diverse learning and behavioral needs of students.	Generally demonstrates the ability to recognize and adapt instructional techniques.	Recognizes but does not apply appropriate instructional techniques.	Does not recognize nor use appropriate instructional techniques.
4 **teaching strategies**	Understands and effectively utilizes a variety of instructional and behavioral strategies to design and implement an appropriate individualized education program (IEP).	Is able to vary strategies and techniques, but generally relies upon a favorite method.	Attempts several strategies, but does not consistently adapt to situations.	Utilizes a singular instructional technique or behavioral strategy.
5 **classroom management**	Effectively and consistently demonstrates an understanding of individual and group behavior and uses that knowledge in establishing and implementing clear attainable expectations of student behavior.	Establishes clear expectations for behavior, but is inconsistent in the implementation of those expectancies.	Understands the need for rules, but has difficulty with their timely establishment and enforcement.	Neglects to state expectations, doesn't enforce them.
6 **communication**	Effectively uses verbal and nonverbal techniques (including the use of technology) in delivering the goals and objectives of the IEP.	Uses verbal and nonverbal techniques inconsistently.	Demonstrates weaknesses in one or more communication modes.	Frequent errors in the use of verbal and nonverbal communication skills.
7 **classroom planning**	Able to develop and implement the IEP with appropriate instructional techniques based upon knowledge of the subject matter, the student's needs and abilities, and the educational environment.	Plans day to day instruction well, but struggles somewhat with long-range planning.	Understands general concepts of the IEP, but unable to independently develop and implement.	Does not understand conceptual basis for the IEP and the importance of due process requirements.
8 **assessment**	Demonstrates the ability to assess the student in the areas of intellect, achievement, social and physical development, including cultural background.	Demonstrates the ability to independently use one or more assessment techniques/instruments appropriately matched to the student	Utilizes assessment instrument only with supervision.	Is aware of only basic assessment techniques.
9 **reflective practice**	Demonstrates the ability to use reflective practices to self-evaluate their progress in meeting student's needs and developing relationships with teachers, parents, support staff and community agencies.	Occasionally self evaluates effectively, but not a routine.	Beginning to self evaluate, but either too critical or too generous.	Seems completely oblivious to personal impact on others.
10 **connections with others**	Actively develops relationships with school staff, parents, and community agencies for the purpose of supporting student learning.	Works effectively with a consistent group of peers and parents, but needs to expand ability to establish working relationships outside that group.	Beginning to work with others when asked. Friendly with parents and community.	Does not search out opportunities to work with parents and community.