

STUDENT OBSERVATION FORM
Lycoming College Education Department

School _____ Grade(s) _____ Subject _____

Supervisor _____ Cooperating Teacher _____

Students Name _____ Date _____ Time _____

Performance Scale:

Category	Exemplary	Superior	Satisfactory	Unsatisfactory	Not Applicable
Criteria for Rating	The candidate consistently and thoroughly demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.	Item not applicable or necessary in this setting or lesson.

Student Teacher/Candidate's performance demonstrates:

Category I: PLANNING AND PREPARATION	Exemplary	Superior	Satisfactory	Unsatisfactory	N/A
1. Lesson plan is appropriate to age group and subject					
2. Demonstrates knowledge of students' needs/interests					
3. Demonstrates knowledge of content & pedagogy					
4. Demonstrates knowledge of classroom resources					
5. Designs lessons for differentiated instruction					
6. Demonstrates Knowledge of PA academic standards					

Justification for Evaluation:

PDE 430 Category II: Classroom Environment	Exemplary	Superior	Satisfactory	Unsatisfactory	NA
1. Expectations for student achievement with value placed on the quality of student work					
2. Attention to equitable learning opportunities for students					
3. Appropriate interactions between teacher and students and among students					
4. Effective classroom routines and procedures resulting in little or no loss of instruction time					
5. Clear standards of conduct and effective management of student behavior					
6. Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher					
7. Ability to establish and maintain rapport with students					
8. Skillful organization of physical space, that provides accessibility to learning and to the use of resources, materials, and technology.					
<i>Justification for Evaluation:</i>					

PDE 430 Category III: Instructional Delivery	Exemplary	Superior	Satisfactory	Unsatisfactory	NA
8. Clear and accurate communication of content/ideas and learning objectives					
9. Direct communication of procedures/ student expectations					
10. Recognizable and systematic lesson sequence demonstrating knowledge of pedagogical theory (e.g., opening, model, guided practice, independent practice, appropriate summary/conclusion)					
11. Engagement of students in learning (e.g., questioning and discussion strategies) and adequate pacing of instruction					
12. Feedback to students on their learning (e.g., using positive reinforcement and appropriate error corrections)					
13. Use of informal and formal assessment to meet learning goals and to monitor student learning					

14. Flexibility and responsiveness in meeting the learning needs of students (including meaningful integration of adaptations for individual student needs)					
15. Voice that is loud, clear, and pleasant as well as an appropriate level of animation					
<i>Justification for Evaluation:</i>					

PDE 430 Category IV: Professionalism	Exemplary	Superior	Satisfactory	Unsatisfactory	NA
16. Effective communication, both oral and written, with students, colleagues, paraprofessionals, related service personnel, administrators, and university supervisor/personnel					
17. Professionalism in appearance, demeanor, and conduct					
18. Preparation of the observed lesson (materials and lesson plan submission)					
19. Ability to welcome and seek out feedback for Improvement. Able to reflect on this feedback.					
20. Participation in professional development opportunities, consistent application of new learning in the classroom and sharing of learning with colleagues.					
21. Growing and developing professionally.					
22. Showing/Demonstrating professionalism.					
<i>Justification for Evaluation:</i>					