



**Student Teacher Observation Form  
Cumberland University**

Student: \_\_\_\_\_  
 School Site: \_\_\_\_\_  
 Age/Grade: \_\_\_\_\_  
 Observer: \_\_\_\_\_

Date: \_\_\_\_\_  
 Cooperating Teacher: \_\_\_\_\_  
 CU Supervisor: \_\_\_\_\_ Obs. #: \_\_\_\_\_  
 Subject/Type of lesson: \_\_\_\_\_

If you are an evaluator: Please complete a digital copy of this form; email a copy to your student teacher and their supervisor when complete. Click the link provided to you in an email from the Coordinator of Field Experiences to enter the data. Alternatively, print prior to the evaluation, and return a copy of the form to the Student Teacher and their supervisor so that they can use your comments and evaluations for their professional development.

**KEY TO ASSESSMENT ABBREVIATIONS: EE: Exceeds Expectations (TN Performance Level C). ME: Meets Expectations (TN Performance Level B). NI: Needs Improvement (TN Performance Level A); the student will do better with experience. BE: Below Expectations; the student teacher needs both experience AND further instruction. U: Unacceptable; a severe deficit in preparation.**

Teacher Behaviors		EE (4 points)	ME (3 points)	NI (2 Points)	BE (1 Point)	U (0 points)
	Eye contact with students, class					
	Use of voice: lecture (during lesson delivery)					
	Use of voice: discipline (when needed to address behaviors)					
	“presence,” command					
	Ability to monitor student BEHAVIOR while delivering content					
	Ability to monitor student ENGAGEMENT while delivering content					

Standard 1	<b>Subject Matter Knowledge</b> The student teacher:	EE (4 points)	ME (3 points)	NI (2 Points)	BE (1 Point)	U (0 points)
	1P1: demonstrates a comprehensive understanding of subject matter by being able to plan instruction and make subject matter meaningful to students.					
	1P3: effectively represents and uses multiple representations, theories, methods of inquiry, and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings.					
	1P6: develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.					
<b>Comments: 1P1:</b> <b>1P3:</b> <b>1P6:</b> <b>Totals (All ME = 9pts):</b>						
Standard 2	<b>Learning Theory</b> The student teacher:	EE (4 points)	ME (3 points)	NI (2 Points)	BE (1 Point)	U (0 points)
	2P2: Candidate stimulates student reflection on prior knowledge and links new ideas to already familiar ideas by making connections to students’ experiences, providing opportunities for the active engagement, manipulation, and testing of ideas and materials.					
	2P3: Candidates access students’ thinking and experiences as a basis for instructional activities by being able to ask challenging questions, listen carefully to and assess responses, and encourage discussion.					
	<b>Comments: 2P2:</b> <b>2P3:</b> <b>Totals (All ME = 6 pts):</b>					
Standard 3	<b>Diverse Learners</b> The student teacher:	EE (4 points)	ME (3 points)	NI (2 Points)	BE (1 Point)	U (0 points)
	3P1 Lesson approaches the subject matter from multiple perspectives, including attention to students’ personal, family, and community experiences and cultural norms.					
	3P4: uses knowledge of students’ stages of development, learning styles, strengths, and needs to make appropriate provisions for the education of all children.					

Student: \_\_\_\_\_

Date: 1/28/2010

	<b>Comments: 3P1:</b> <b>Candidate's explanation of 3P4:</b> <b>Totals (All ME= 6 pts):</b>					
<b>Standard 4</b>	<b>Instructional Strategies</b> The student teacher:	<b>EE (4 points)</b>	<b>ME (3 points)</b>	<b>NI (2 Points)</b>	<b>BE (1 Point)</b>	<b>U (0 points)</b>
	4P4: uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.					
	4P7: develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.					
	<b>Comments:4P4:</b> <b>4P7:</b> <b>Totals (All ME= 6pts):</b>					
<b>Standard 5</b>	<b>Learning Environment</b> The student teacher:	<b>EE (4 points)</b>	<b>ME (3 points)</b>	<b>NI (2 Points)</b>	<b>BE (1 Point)</b>	<b>U (0 points)</b>
	5P1: creates a physically, socially, and emotionally safe learning community in which individual differences are respected.					
	5P4: organizes, allocates, and manages the resources of time, space, activities, and attention to independent and group work in a way that ensures active and equitable engagement of students in productive tasks.					
	5P5: maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior.					
	<b>Comments: 5P1:</b> <b>5P4:</b> <b>5P5:</b> <b>Totals (All ME= 9pts):</b>					
<b>Standard 6</b>	<b>Communication</b> The student teacher:	<b>EE (4 points)</b>	<b>ME (3 points)</b>	<b>NI (2 Points)</b>	<b>BE (1 Point)</b>	<b>U (0 points)</b>
	6P3: models effective skills in writing, reading, and speaking English clearly in conveying ideas and information not only with students, but with colleagues and community members.					
	6P4: supports and expands learner expression in speaking, writing, and other media.					
	6P5: knows how to ask questions and stimulate discussion in different ways for particular purposes.					
	<b>Comments: 6P3:</b> <b>6P4:</b> <b>6P5:</b> <b>Totals (All ME= 9pts):</b>					
<b>Standard 7</b>	<b>Planning Instruction</b> The student teacher:	<b>EE (4 points)</b>	<b>ME (3 points)</b>	<b>NI (2 Points)</b>	<b>BE (1 Point)</b>	<b>U (0 points)</b>
	7P4: creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.					
	<b>Comments:</b> <b>Totals (All ME= 3 pts):</b>					
<b>Standard 8</b>	<b>Assessment</b> The student teacher:	<b>EE (4 points)</b>	<b>ME (3 points)</b>	<b>NI (2 Points)</b>	<b>BE (1 Point)</b>	<b>U (0 points)</b>
	8P2: uses multiple methods for formative assessment of understanding of content, and modifies teaching and learning strategies based on information from those methods.					
	8P4: uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.					

	<b>Comments: 8P2:</b> <b>8P4:</b> <b>Totals (All ME= 6pts):</b>					
<b>Standard 9</b>	<b>Reflection and Professional Development</b> The student teacher:	<b>EE (4 points)</b>	<b>ME (3 points)</b>	<b>NI (2 Points)</b>	<b>BE (1 Point)</b>	<b>U (0 points)</b>
	During lesson, candidate models professional ethics in dress, speech, and respect to students as well as school schedule and personnel					
	<b>Comments:</b> <b>Totals (All ME=3 pts):</b>					
<b>Standard 10</b>	<b>Collaboration, Ethics, Relationships</b> The student teacher:	<b>EE (4 points)</b>	<b>ME (3 points)</b>	<b>NI (2 Points)</b>	<b>BE (1 Point)</b>	<b>U (0 points)</b>
	10P5: talks with and listens to the students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.					
	<b>Comments:</b> <b>Totals (All ME= 3pts):</b>					
	<b>Summative/Comprehensive Comments:</b> <b>Total all points: (All ME= 60)</b>					

[Observation must be shared with students. Observer must review comments and evaluation scores with Student Teachers immediately after observation. Give specific examples of observed behaviors for low and high scores. Use space on the back if necessary for the following questions: Begin by asking Student Teacher for a self evaluation of their lesson.... Note discrepancies between observer's comments and ST's explanations for behavior (e.g., "I would have disciplined the child differently, but the school's discipline plan mandates that I...")]

Specific Comments (related to scores above):

General Comments (other important points):