

Neumann University
Department of Education & Human Services
Student Teacher Observation Form

Name: Madison Ryan-Brady Date: 10/23/24

Cooperating Teacher: Ms. Czernik

Supervisor: Terry Haskell-McDonald

Grade & Subject: 7th Grade Science

Scale: Using the guide below please indicate your evaluation of skills, performances, and characteristics exhibited by intern.

- O - Observed
- N/O and / or N/A - Not Observed and / or Not Applicable
- 3 - Exemplary
- 2 - Superior
- 1 - Satisfactory
- 0 - Unsatisfactory

PLANNING AND PREPARATION

Competencies	O	N/O or N/A	3	2	1	0
Demonstrates knowledge of subject matter, content, and pedagogical skills.	O		✓			
Planning a lesson that demonstrates organization and lesson planning skills aligned with Academic and Core Standards.	O		✓			
Working with focus students using appropriate and varied teaching strategies with adaptations for individual student needs.	O			✓		
Actively engages students in the lesson.	O		✓			

CLASSROOM ENVIRONMENT

Competencies	O	N/O or N/A	3	2	1	0
Demonstrates enthusiasm and maintains student attention.	O			✓		
Uses a variety of appropriate positive reinforcement strategies.	O			✓		
Effective management of student behavior that maintains a positive rapport with students.	O			✓		
Attention to equitable learning opportunities for students.	O			✓		
Effective classroom routines and procedures resulting in little or no loss of instructional time.	O			✓		

PROFESSIONALISM

Competencies	O	N/O or N/A	3	2	1	0
Accepts and uses constructive criticism relative to the analysis and reflection of a lesson.	O		✓			
Demonstrates a positive attitude toward profession of education. Shows integrity and ethical behavior, professional conduct as stated in PA CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS.	O		✓			
Arrives for internship on time.	O		✓			
Gives extra time to attend in-service, faculty meetings, IEP meetings, parent-teacher conferences, and stays after school to prepare and/or collaborate with cooperating teacher for future lessons/units.	-	NA				
Knowledge of school and /or district procedures.	O		✓			
Exhibits professional appearance.	O		✓			

INSTRUCTIONAL DELIVERY

Competencies	0	N/O or N/A	3	2	1	0
Resources and communication of procedures provides clear explanation of content, knowledge of learning environment, and uses this information to plan instruction.	0			✓		
Modeling appropriate/correct language and grammar.	0		✓			
Use of instructional goals that reflect the PA Academic and Core Standards that show a recognizable sequence, clear student expectations, and adaptations for individual needs.	0			✓		
Engagement of students in learning and adequate pacing/transitions during instructional delivery.	0			✓		
Planning of assessments with formal and informal assessments aligned with learning goals, information about students, and activities to plan for assessment.	0		✓			
Demonstrates good listening skills and feedback to students on their learning.	0			✓		
Use questions that access higher levels of thinking.	0			✓		
Utilizes technology within the lesson.	0		✓	✓		
Knowledge of students with flexibility and responsiveness in meeting the learning needs of students (i.e. differentiated instruction).	0			✓		

ADDITIONAL COMMENTS

- Do Now) - Question? Will you go back to that Question? - Returned to this at closure ★
- Video - after let students respond a tad more.
- Review) - Vocabulary -
- Rubric. - Expectations for final project -
- As students are starting and getting into Canvas/Journal - Walking around
- Nice giving time for pacing of lesson. Keep going from desk groups to make sure students are on task. Loop - through again have students pull up their journal - for 3 points
- Groups decided - monitor for on task encouraging to come up with new ideas and try new things as they work
- Tip - When students are coming in - you should be circulating or meeting them at the door.
- You had one student on an iPad during the video & another never watching - walking around the perimeter of the room during a video - keeps students focused.
- Have students take photos of papers and work as they go along.
- When you start group work - meet with each group to check in that they are started & working.