

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

Name: Madison Ryan Brady Date: 9/23/24

Cooperating Teacher: Kara Czernick-Hines

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. | - | N/A | | | | |
| 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. | - | N/A | | | | |
| Knowledge of school and /or district procedures. | - | N/A | | | | |
| 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. | — | N/A | — | — | — | — |
| 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). | | N/A | — | — | — | — |

ADDITIONAL COMMENTS

Nice example of Observation!

- Nice Do Now activity to get started
- Rotating through the class to support your teacher during her finishing up the lab.
- Checking in with table groups as they completed their lab.
- Great job quickly getting students started on their 1st center.
- Using highlighters to find important info
- Will you go back and check in with notebooks
- Centers give students variety and movement through the lesson.
- Directions for New Centers - Set them up to focus on the directions. - Maybe walk around the room during station directions.
- Make sure all groups are settled in before starting your small group.
- Make sure you engage/question each student in your small group.
- Tip - Cue - put your pencil in the air or put a thumbs up if you need more time.
- Give clear directions Today we are going to be clear and understand hypothesis...
- Ask students what they think is important to highlight.
- Ask - what do you think? - Rather than Yes/No
- Watch saying "Guys" - Rather - Scientists, Students