

Alabama State University
College of Education & Field and Clinical Experiences
Student Teaching Observation Analysis and Scoring Form

Name:	CWID:	Major:
Enter Subject /Grade Level:	Semester: Fall 2014	Evaluator Type: Select----->
Enter Site:	Enter Date (MM/DD/YYYY):	Special Conditions: Select----->
Observation Number: Select----->	Announced/Unannounced: Select----->	Time:

Rating Scale:

1 Emerging/Beginner (Unacceptable)	<i>1 Emerging/Beginner - Indicates the Student Intern's performance in this requirement is not satisfactory. Improvement activities must be undertaken instantaneously.</i>
2 Applying (Basic)	<i>2 Applying – Indicates the Student Intern's performance sometimes but not always meets expectation in this requirement. Improvement activities are required for performance to consistently meet standards.</i>
3 Integrating (Proficient)	<i>3 Integrating – Indicates the Student Intern consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable</i>
4 Innovating (Exceptional)	<i>4 Innovating – Indicates the Student Intern does an outstanding job in this position requirement. No area for improvement is readily identifiable.</i>

PREPARING	Score	Comments		
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; vertical-align: top;">1.3</td> <td style="border: 1px solid black; padding: 2px;"> 1.3 Prepares Resources Resources related to objectives Resources clarifying the lesson Resources appropriate Sequences materials Equipment working Variety of materials </td> </tr> </table>	1.3	1.3 Prepares Resources Resources related to objectives Resources clarifying the lesson Resources appropriate Sequences materials Equipment working Variety of materials	Select--->	
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ORIENTING	Score	Comments		
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; vertical-align: top;">2.1</td> <td style="border: 1px solid black; padding: 2px;"> 2.1 Orients Student to Lesson Secures attention (motivation, etc.) States purpose/objectives Identifies content/skills Relates lesson </td> </tr> </table>	2.1	2.1 Orients Student to Lesson Secures attention (motivation, etc.) States purpose/objectives Identifies content/skills Relates lesson	Select--->	
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DIRECTING	Score	Comments		
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	Identifies task steps Minimum number of procedural questions		
PRESENTING		Score	Comments
2.3	2.3 Develops the Lesson Explains/Presents Presents content to fit objectives Provides examples Provides illustrations from life experiences Presents in logical pattern/sequence Relates content to other subject areas Uses technology when appropriate Facilitates individual/collaborative technology use Questions effectively Provides smooth transitions	Select-->	
2.4	2.4 Provides Practice/Summarization Provides guided practice Provides independent practice Provides review	Select-->	
2.5	2.5 Demonstrates Knowledge Uses accurate, up-to-date material Establishes relationships Emphasizes main idea Uses appropriate vocabulary Identifies misconceptions Responds knowledgeably/accurately to questions Uses multiple representations and explanations .	Select-->	
ASSESSING/MONITORING		Score	Comments
3.1	3.1 Monitors Student Performance Checks for understanding Solicits questions Requests demonstration Asks higher order questions	Select-->	
3.2	3.2 Measures Student Progress Systematically Assesses level of performance regularly Uses a variety of appropriate assessment methods Uses Assessment strategies to involve students	Select-->	
3.3	3.3 Provides Feedback Acknowledges participation Affirms correct responses Gives information Praises specific behavior Provides corrective action Makes recommendations Promotes thinking	Select-->	
3.4	3.4 Uses Assessment Results Clarifies/elaborates Reteaches when necessary Adjusts pace when necessary	Select-->	
MANAGING		Score	Comments

4.1	4.1 Manages Class Time Begins promptly Minimizes loss of instructional time Discourages/redirects digressions Minimizes teacher digressions Minimizes student wait time Effective use of time Handles interruptions	Select--->	
4.2	4.2 Manages Student Behavior Emphasizes rules/procedures Monitors rule adherence Anticipates and intervenes Uses verbal/non-verbal Uses reasonable sanctions Rewards appropriate behavior	Select--->	
MAINTAINING CLIMATE		Score	Comments
5.1	5.1 Involves Students Encourages participation Ensures equitable participation Establishes positive rapport Elicits responses Encourages student sharing Uses student ideas/responses Seeks elaboration Refers to other students Engages students in knowledge/hypotheses Varies roles in instructional process	Select--->	
5.2	5.2 Communicates High Expectations Timelines for completion Establishes standards Holds students accountable Encourages quality Indicates confidence	Select--->	
5.3	5.3 Expresses Positive Affect Verbal/nonverbal enthusiasm Positive verbal language Positive nonverbal cues Demonstrates respect Lack of ridicule/sarcasm Lack of personal criticism Avoids outbursts	Select--->	
5.4	5.4 Maintains Environment Arranges furniture/equipment Accommodates variety of activities Maintains attractive environment	Select--->	
COMMUNICATING		Score	Comments
6.1	6.1 Speaks Clearly/Correctly Uses standard speech Uses correct pronunciation Adjusts rate Adjusts volume Adjusts pitch Organizes presentation Uses appropriate vocabulary Speaks fluently	Select--->	
6.2	6.2 Writes Clearly, Correctly and Coherently Spells Correctly Uses correct grammar/mechanics Writes legibly Uses appropriate vocabulary Organizes Information	Select--->	

Overall Comments:

Student Signature: _____ Doe, Jane

University Supervisor _____

Cooperating Teacher _____