



# Southwest Minnesota State University

## University Supervisor

### Observation of Student Teacher

University Supervisor	
	Observation 1
	Observation 2
	Observation 3
	Observation 4
	Observation 5 (if needed)

Student Teacher: \_\_\_\_\_ Semester \_\_\_\_\_ Date \_\_\_\_\_

ISD#/School/City \_\_\_\_\_ Grade & Subject \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

Aware	Developing	Proficient	Exemplary
Demonstrates limited understanding of the central concepts, tools of inquiry, and structure of the discipline. Fails to capture key ideas nor links them to students' prior understanding and ineffectively makes understanding relevant and meaningful to students. Poorly prepares for lessons.	Displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. Indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate and does not anticipate student misconceptions. Minimally prepares for lessons.	Has an adequate understanding of the central concepts, tools of inquiry, and structure of the discipline. Seeks to capture key ideas and links them to students' prior understanding, and effectively makes understanding relevant and meaningful to students. Effectively prepares for lessons.	Effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding by making it relevant and meaningful to students. Represents different viewpoints, evaluates resources used to support teaching, and provides many opportunities to engage students. Effectively prepares lessons that include best practices.

Standard 1 Subject Matter	Aware	Developing	Proficient	Exemplary
1-1 Select teaching methods, activities and materials appropriate for students and the discipline. (SEP 1-A,E,F,G)				
1-2 Demonstrate subject mastery and general teaching knowledge. (SEP 1-H,I,J)				
1-3 Understand and teach the connections of the discipline with other disciplines and everyday life. (SEP 1-B,C)				

Comments:

Standard 2 Student Learning	Aware	Developing	Proficient	Exemplary
2-1 Demonstrate ability to identify and be sensitive to students' base knowledge, beliefs and experiences. (SEP 2-B)				
2-2 Demonstrate familiarity with how students learn and develop. (SEP 2-A,C,D)				
2-3 Provide and guide learning opportunities that support a student's intellectual, social, emotional and physical growth. (SEP 2-E,F,G)				

Comments:

Standard 3 Diverse Learners	Aware	Developing	Proficient	Exemplary
3-1 Demonstrate familiarity with students' cultural, language, and experiential backgrounds. (SEP 3-D,F,G,H,J)				
3-2 Demonstrate familiarity with students' differences in learning capabilities and approaches. (SEP 3-A,E,I,K,N,P,Q)				
3-3 Provide and guide learning opportunities that are adapted for students with diverse backgrounds and exceptionalities. (SEP 3-B,C,L,M,O)				

Comments:

Standard 4 Instructional Strategies	Aware	Developing	Proficient	Exemplary
4-1 Use leadership skills to make the learning goals and instructional procedures clear to students. (SEP 4-A,I,J)				
4-2 Make content comprehensible to students. (SEP 4-C,F,G,I,J)				
4-3 Encourage and guide students to extend their thinking to include inquiry, critical thinking, problem solving, and performance skills. (SEP 4-B,E,H,K)				
4-4 Use technology to enhance student learning. (SEP 4-D,L)				

Comments:

<b>Standard 5 Learning Environments</b>	<b>Aware</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
5-1 Create a climate that promotes democratic, fair and positive social interaction. (SEP 5-D,H,M)				
5-2 Communicate behavioral expectations to students and establish consistent standards of behavior. (SEP5-A,E,O,P,R)				
5-3 Attend to making the physical environment safe and conducive to learning. (SEP 5-C,I,N,Q)				
5-4 Understand and use “community building” theory to guide and maintain effective learning communities. (SEP 5-B,F,G,J,K,L)				

Comments:

<b>Standard 6 Communication</b>	<b>Aware</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
6-1 Use knowledge of effective verbal, non-verbal and media communication techniques to foster learning and positive social interactions. (SEP 6-A,B,C,D,K)				
6-2 Assist and enable students to communicate effectively about their learning needs and accomplishments. (SEP 6-E,F,G,I)				
6-3 Formulate and ask questions effectively and stimulate discussion. (SEP 6-H,J)				

Comments:

<b>Standard 7 Planning Instruction</b>	<b>Aware</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
7-1 Articulate clear learning goals for the lesson that are appropriate for the students and the content. (SEP 7-A,E)				
7-2 Select teaching methods, activities and materials appropriate for the students and the content. (SEP 7-B,C,F)				
7-3 Align goals, instruction, and assessment. (SEP 7-D,G,H)				
7-4 Plan and use instructional skills to help students meet the graduation standards. (SEP 7-H)				

Comments:

<b>Standard 8 Assessment</b>	<b>Aware</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
8-1 Demonstrate knowledge of and employ a variety of formal and informal assessment tools, including self-assessment strategies. (SEP 8-B,D,G,I)				
8-2 Use assessment information to adapt instruction and to support student learning. (SEP 8-E,F,H,J,K)				
8-3 Report information regarding student learning accurately and appropriately. (SEP 8-A,C,L,M)				

Comments:

<b>Standard 9 Reflection and Professional Development</b>	<b>Aware</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
9-1 Reflect on the extent to which the learning goals were met. (SEP 9-C,E,H)				
9-2 Demonstrate professional dispositions, responsibility, and integrity. (SEP 9-G,K,L)				
9-3 Use research, colleagues, and professional development opportunities to become a better teacher, learner, and leader. (SEP 9-A,B,D,F,I,J)				

Comments:

<b>Standard 10 Collaboration, Ethics and Relationships</b>	<b>Aware</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
10-1 Build professional relationships with colleagues. (SEP 10-B,D,E)				
10-2 Communicate with parents and guardians about student learning. (SEP 10-C,F,L)				
10-3 Collaborate with colleagues, families, and the community to foster healthy and productive learning environments and organizations. (SEP 10-A,G,H,I,J,K)				

Comments:

University Supervisor Signature: \_\_\_\_\_