

TEXAS STATE STUDENT TEACHING

Observation Form for ePortfolio Upload (Form Option 1)

Based on the Danielson Framework for Teaching

The use of this form to upload observations to ePortfolio is a Standard Experience requirement for supervisors.

NOTE: Gray highlights indicate FFT areas in which the student teacher has little control and/or responsibility. Therefore, no observations/comments are required for these areas. Texas State modified components are in italics.

Student Teacher:

School:

Date:

Grade:

Beginning Time:

Observer:

Subject/Lesson Observed:

Ending time:

Proficiency Ratings:

1 = Unsatisfactory

2 = Basic

3 = Proficient

4 = Distinguished

Observable Components (Domains 2 and 3)

Summary Observations and Comments		Suggestions/Recommendations
Domain 2: CLASSROOM ENVIRONMENT		
2a: Creating an Environment of Respect and Rapport	Rating _____	2a
2b: Establishing a Culture for Learning	_____	2b
2c: Managing Classroom Procedures	_____	2c
2d: Managing Student Behavior	_____	2d
2e: Organizing Physical Space	_____	2e
Domain 3: INSTRUCTION		
3a: Communicating with Students	Rating _____	3a
3b: Using Appropriate Questioning and Discussion Techniques	_____	3b
3c: Engaging Students in Learning	_____	3c
3d: Using Assessment in Instruction	_____	3d
3e: Demonstrating Flexibility and Responsiveness	_____	3e

Ongoing Components (Domains 1 and 4)

Summary Comments		Suggestions/Recommendations
Domain 1: PLANNING AND PREPARATION		
	Rating	
1a. Demonstrating Knowledge of Content and Pedagogy	_____	1a
1b. Demonstrating Knowledge of Students	_____	1b
1c. Demonstrating Ability to Set Instructional Outcomes	_____	1c
1d. Demonstrating Knowledge of Resources	_____	1d
1e. Demonstrating Ability to Design Coherent Instruction	_____	1e
1f. Demonstrating Ability to Design Incorporate Student Assessment	_____	1f
Domain 4: PROFESSIONAL RESPONSIBILITIES		
	Rating	
4a. Reflecting on Teaching	_____	4a
4b. Maintaining Accurate Records	_____	4b
4c. Communicating w/Families	_____	4c
4d. Participating in a Professional Community	_____	4d
4e. Demonstrating Professional Growth and Development	_____	4e
4f. Demonstrating Professionalism	_____	4f

Each observation will be acknowledged by the student teacher through the ePortfolio system. The cooperating teacher and principal will receive a copy of each completed observation.

Texas State University
Student Teacher Weekly Reflection – Option 2

(correlated to the Danielson Framework for Teaching)

Reflecting regularly is a Texas State Standard Experience for both elementary and secondary STs. Supervisors may require this form, Option 1 Reflection Form, or provide a form of their own

Danielson Framework Components Related to Self-Reflection and Adjustments

3e. Demonstrating Flexibility and Responsiveness

4c. Professional Growth and Development (enhancement of knowledge and skills, receptivity to feedback)

Additional Texas State Elements Related to Self-Reflection

4c. Professional Growth and Development (responsiveness to feedback; improvement/growth in performance)

Name :

Date:

1. This week's highlight:

2. This week's challenges:

3. Select one Danielson FfT "component" and share your experience with its implementation. What did you discover? How did you grow? As a result, what do you intend to do?

4. Next week's goal for my growth:

5: Questions/comments:

TEXAS STATE UNIVERSITY Student Teacher Final Evaluation

Based on the Danielson Framework for Teaching

(This Word form may be completed and used during the Final Evaluation conference. Or, a printed copy of the ePortfolio Final Evaluation may be used. Actual performance data and comments must be entered in ePortfolio.)

NOTE: Gray highlights indicate areas in which the student teacher has little control and/or responsibility. Therefore, no rating is required in these areas. Some wording of FfT has been added or modified by Texas State to more appropriately align with the student teacher role. Adjustments appear in italics.

Student Teacher _____ Date of Evaluation _____ Grade or Subject _____

School/District _____ Supervisor _____ Cooperating Teacher _____

Key:

- **A (4) = Advanced** – Displays: a strong understanding of the component; highly effective implementation of component with no need for guidance and/or support; a significant level of independence; growth, often self-generated. *Performing independently at FfT “Proficient” level; a few “Distinguished” demonstrations may be present.*
- **C (3) = Competent** – Displays: a solid understanding of the component; generally consistent and effective implementation of component with some need for guidance and support; growing independence; progress and growth. *Performing with growing independence at FfT high “Basic” to low “Proficient” level.*
- **E (2) = Emerging** – Displays: a lack of full understanding of the component; inconsistent or partially successful implementation; the need for moderate guidance and support; moderate level of dependence; the need for more growth, although improvement is occurring. *Performing with moderate levels of dependence, guidance, and support at FfT “Basic” level.*
- **NSI (1) = Needs Significant Improvement** – Displays: little understanding of the component; limited to no successful implementation of component; frequent errors occur and a lack of judgment may exist within the context of the component, even with continual guidance and support; a high level of dependence; the need for significant improvement. *Performing with high levels of dependence at FfT “Unsatisfactory” level.*
- **NA=Not Applicable**

Domain 1: Planning and Preparation

The Student Teacher:

Components and Elements	A (4)	C (3)	E (2)	NSI (1)	NA	Score
1a. Demonstrates knowledge of content and pedagogy. - Knowledge of content and the structure of discipline - Knowledge of prerequisite relationships - Knowledge of content-related pedagogy						
1b. Demonstrates knowledge of students - Knowledge of child and adolescent development - Knowledge of the learning process - Knowledge of students’ skills, knowledge, and language proficiency - Knowledge of students’ interests and cultural heritage - Knowledge of students’ special needs						
1c. Demonstrates ability to set instructional outcomes. - Value, sequence, and alignment - Clarity - Balance - Sustainability for diverse students						
1d. Demonstrates knowledge of resources. - Resources for classroom use - Resources to extend content knowledge and pedagogy - Resources for students						
1e. Demonstrates ability to provide coherent instruction. - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure						
1f. Demonstrates ability to <u>design</u> incorporate student assessments. - Congruence with instructional outcomes - Criteria and standards - <u>Design</u> Use of formative assessments (<i>incorporates strategies to check for understanding</i>) - Use for planning						

Comments for Domain 1:

Domain 2: Classroom Environment

The Student Teacher:

Component and Elements	A (4)	C (3)	E (2)	NSI (1)	NA	Score
2a. Creates an environment of respect and rapport. - Teacher interactions with students, including both words and actions - Student interactions with other students, including both words and actions						
2b. Establishes a culture for learning. - Importance of the content and of learning - Expectations for learning and achievement - Student pride in work						
2c. Manages classroom procedures. - Management of instructional groups - Management of transitions - Management of materials and supplies - Performance of non-instructional duties						
2d. Manages student behavior. - Expectations - Monitoring of student behavior - Response to student misbehavior						
2e. Organizes Physical Space - Safety and accessibility - Furniture arrangement and use of physical resources						

Comments for Domain 2:

Domain 3: Instruction

The Student Teacher:

Component and Elements	A (4)	C (3)	E (2)	NSI (1)	NA	Score
3a. Communicates with students. - Expectations for learning - Directions and procedures - Explanations of content - Use of oral and written language						
3b. Uses appropriate questioning and discussion techniques. - Quality of questions/prompts - Discussion techniques - Student participation						
3c. Engages students in learning. - Activities and assignments - Grouping of students - Instructional materials and resources - Structure and pacing						
3d. Uses assessment in instruction. - Assessment criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring of progress - Lesson adjustment						
3e. Demonstrates Flexibility and Responsiveness - Lesson adjustment - Response to Students - Persistence						

Comments for Domain 3:

Domain 4: Professional Responsibilities

The Student Teacher:

Components and Elements	A (4)	C (3)	E (2)	NSI (1)	NA	Score
4a. Reflects on teaching. - Accuracy - Use in further teaching						
4b. Maintains accurate records. - Classroom student completion of assignments - Classroom student progress in learning - Non-instructional records						
4c. Communicates with families. - Information about the instructional program - Information about individual students - Engagement of families in the instructional program						
4d. Participates in a professional community. - Relationships with <i>University and campus placement</i> colleagues - Involvement in a culture of professional inquiry - Service to the school - Participation in school and district projects - <i>Participation in University and campus placement events/meetings/trainings</i>						
4e. Demonstrates professional growth and development - Enhancement of knowledge and skills - Service to the profession - Receptivity and responsiveness to feedback - <i>Improvement/growth in performance</i>						
4f. Demonstrates professionalism. - Integrity and ethical conduct - Advocacy - <i>Equitable service to all students</i> - <i>Sound judgment</i> and decision-making - Compliance with <i>university/campus/district regulations</i>						

Comments for Domain 4:

Cooperating Teacher's Summary Comments:

Supervisor's Summary Comments:

Student Teacher's Signature/Date

Cooperating Teacher's Signature/Date

Supervisor's Signature/Date

TEXAS STATE UNIVERSITY

Standard Experiences for Elementary Student Teachers

A set of common requirements has been established to ensure equity and maintain consistency among student teacher assignments and workload. These common requirements for elementary student teachers are listed below.

- Visit the assigned classroom prior to the first day of student teaching, when possible.
- Write a letter of introduction to the parents.
- Using “Observing the Cooperating Teacher” guidelines, observe the cooperating teacher during the first week or two of the assignment. Complete the “Student Teacher Reflection on Observations of the Cooperating Teacher” during the first week of the assignment and submit to the university supervisor.
- Complete the “Class Background Study” form.
- Submit regular reflections to the university supervisor – weekly until the semester mid-point, then as requested by the supervisor.
- Plan for a two-week Total Teach.
- Maintain an organized student teacher resource system for all collected resources. (may be electronic)
- Complete and submit a “Plan for Learning” to the university supervisor prior to the first two scheduled observations, as directed by the supervisor. The lesson plan format for all other observations will be the Plan for Learning, the 5E Model, or the Madeline Hunter Model, as directed by the supervisor.
- Submit detailed lesson plans to the cooperating teacher for at least the first two lessons of a new subject. Use either the Madeline Hunter or the 5-E Model lesson plan forms on the OEP website. Once the cooperating teacher is comfortable with the student teacher’s planning skills, a less detailed format may be used.
- Be prepared to answer “Learning Reflection” or “T-TESS Post-observation Conference Format” protocol questions during post observation conferences.
- Create a resume and submit to the university supervisor for review prior to the Texas State Job Fair.
- Complete the “Statement of Professional Responsibility” and submit to the university supervisor as requested.

NOTE: Supervisors with all-level or two fields student teachers may exercise flexibility with some Standard Experiences.

TEXAS STATE UNIVERSITY

Standard Experiences for University Supervisors

As the Texas State Student Teaching Program continues moving toward a higher level of equity through standards-based processes, a set of Standard Experiences has been established for supervisors and student teachers. These requirements will ensure that all students who complete student teaching at Texas State University will have equitable levels of mentorship and rigor. The Standard Experiences supervisors follow. Differences between elementary and secondary requirements are noted.

- Complete the Danielson Teachescape online training and assessments.
- Attend supervisor training each semester.
- Attend ePortfolio training each semester.
- Attend the Danielson Framework training for student teachers at least once a year.
- Provide training for cooperating teachers. At a minimum, the training should cover the cooperating teacher's role and expectations for mentorship. Provide the cooperating teacher with a copy of the evaluation questions completed by the student teachers at the end of the semester. **“Evaluation of the Cooperating Teacher” (OEP webpage, TRACS) Online Cooperating Teacher Training Modules are available through a link on the OEP webpage.** Cooperating Teachers receive 6 hours of CPE credit after completion of the modules.
- Conduct a student teacher orientation prior to the beginning of the semester. Include Student Teacher Handbook and policy information, communication expectations, and any Standard Experiences needing attention prior to the first seminar.
- Conduct at least 3 training seminars for student teachers.
 - One or more seminars should review domains 2 and 3 of the Danielson Framework.
 - One seminar should include job search efforts.
 - Supervisors have flexibility with scheduling the seminars during the school day. However, the OEP prefers seminars not be scheduled before noon.
- Use the appropriate level (Elementary, Secondary, or All-Level) timeline to provide pacing and preparation to ensure the student teacher's successful completion of Total Teach for elementary and the required schedule of classes for secondary.
- **Ensure completion of tasks and assignments as outlined in the Student Teacher Standard Experiences.** **NOTE:** Student teachers must have the time and energy to concentrate on the “act of teaching” and be available for mentoring time with the cooperating teacher and supervisor. Additional assignments should be limited to those areas that will have the greatest impact on the student teacher's success during the student teaching semester, such as lesson planning for actual instruction, reflecting on their performance and experiences, and preparing a resume for the Texas State Job Fair. Assignments requiring excessive time commitments from the student teacher should not be considered.
- Using the **“Recommended Timeline for Supervisors” (OEP webpage, TRACS)**, schedule observations, mid-point conferences with the cooperating teachers, and final evaluations to ensure:
 - Sufficient collection of evidence prior to the mid-point and final evaluation
 - Provision of assistance to the student teacher as early as possible
 - Adequate time to address and monitor intervention growth plan activities
- Conduct 4 formal observations, 3 of which must be at least 45 minutes in length.
 - Supervisors will determine their own method of recording observations and upload to ePortfolio. If supervisors wish to use the **“Classroom Observation for Scripting” form (OEP webpage, TRACS)** to record observations during lessons, the OEP will provide copies of the form.
 - Upload observation comments and suggestions using the **“Texas State Student Teaching Classroom Observation (for ePortfolio upload)” form (several format options of this form are posted on the ST Supervisors TRACS site)**. No later than the 2nd observation, Danielson performance ratings should also be included. (Supervisors may choose to begin with the 1st observation.) Supervisors may use rating combinations (i.e. 1/2, 2/3, etc.), +’s and –’s, or letters (D, P, B, U).
 - Comments and suggestions must be made for the observed components in Domains 2 and 3 for each of the 4 observations.
 - Comments and suggestions must be made for applicable Domain 1 components as evidence is obtained during the semester. Feedback should be based on reviews of the ST’s lesson planning processes.
 - Comments and suggestions must be made for applicable Domain 4 components as evidence is obtained during the semester. Feedback will be based on reflections, seminar participation, attendance, etc.

- Conduct a post-observation conference with the student teacher following each observation.
 - For the elementary level, use the “Learning Reflection Protocol” (posted under the “Resources” tab on the OEP website and on the ST Supervisors TRACS site) to guide observation conference conversations. For all-level and secondary, the supervisor will address strengths and improvements for applicable Danielson components.
 - Post all conferences in the ePortfolio contact logs.
- Keep the OEP informed regarding concerns with student teachers.
- Facilitate mid-point progress process:
 - For the elementary level – hold a mid-point conference with each cooperating teacher to determine the student teacher’s progress and set goals. For all-level and secondary – receive feedback from each cooperating teacher to determine the student teacher’s progress and set goals. **A “Mid-Point Conference Worksheet” (TRACS) may be used to facilitate input from the cooperating teacher.**
 - Provide feedback to the student teacher.
 - For student teachers needing significant intervention:
 - Hold a three-way conference
 - Develop an intervention growth plan and secure signatures
 - Upload the growth plan to ePortfolio
 - Monitor the growth plan progress and keep the OEP informed

Note: The above steps should be followed even if the need for a growth plan occurs before or after the semester’s mid-point.
- Seek input from the cooperating teacher regarding the final evaluation (may be verbal or written). Hold a three-way evaluation conference (supervisor, cooperating teacher, and student teacher).
- Complete the student teacher’s final evaluation in ePortfolio.