

**TEXAS STATE STUDENT TEACHING
Observation Form for ePortfolio Upload (Form Option 2)**

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:

Grade:

Observer:

School:

Subject/Lesson Observed:

Date:

Beginning Time:

Ending time:

Danielson Framework Proficiency Ratings: 1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished

Observable Components (Domains 2 and 3)

Observations and Comments	1	2	3	4	Suggestions
Domain 2: CLASSROOM ENVIRONMENT					
2a: Creating an Environment of Respect and Rapport;					
2b. Establishing a Culture for Learning;					
2c: Managing Classroom Procedures;					
2d: Managing Student Behavior;					
2.e: Organizing Physical Space;					
Observations and Comments	1	2	3	4	Suggestions
Domain 3: INSTRUCTION					
3a. Communicating w/Sts;					
3b. Questioning and Discussion Techniques;					
3c. Engaging Sts in Learning;					
3d. Using Assessment in Instruction;					
3e. Demonstrating Flexibility and Responsiveness					

Ongoing Components (Domains 1 and 4)

Observations and Comments	1	2	3	4	Suggestions
Domain 1: PLANNING AND PREPARATION					
1a. Demonstrating Knowledge of Content and Pedagogy;					
1b. Demonstrating Knowledge of Students;					
1c: Setting Instructional Outcomes;					
1d. Demonstrating Knowledge of Resources;					
1e. Designing Coherent Instruction;					
1f. <i>Designing Integrating</i> Student Assessment					

Observations and Comments	1	2	3	4	Suggestions
Domain 4: PROFESSIONAL RESPONSIBILITIES 4a. Reflecting on Teaching;					
4b. Maintaining Accurate Records;					
4c. Communicating w/Families;					
4d. Participating in a Professional Community;					
4e. Growing and Developing Professionally;					
4f. Showing Professionalism					

**Each observation will be acknowledged by the student teacher through the ePortfolio system.
The cooperating teacher and the campus 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

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 Teachscape 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.