

Thomas College Student Teaching Observation Record

Student Teacher: *Chelsea Harrison*
Mentor Teacher: *Holly Tupper*
Date/Time Observed: *4-7-22*
Observed by: *Dillon Clark*

While student teaching, the student must demonstrate growth in each of the Maine Standards for the Certification of Teachers. As the observer, please circle the level by which you feel the student teacher is currently achieving, as well as any notes that may contribute to our understanding of how the student teacher is demonstrating the standards.

Standard 1: Learner Development

The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- Teacher recognizes differences in learning speeds, patterns, needs, and accommodates and differentiates for those needs.
 - Teacher recognizes that each student may need something different to achieve common goals.
 - Interest in concepts varies amongst students, teacher works to create interest in concept from each student in the class.
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Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- Teacher recognizes that there is not "one way" to teach and learn.
 - Teacher works to create visual, auditory and hands on instruction to help each type of learner.
 - The teacher recognizes and works to accommodate for ESL learners, and students from different cultures to best support their learning needs.
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Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interactions, active engagement in learning and self-motivation.

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- Teacher creates a safe, trusting learning environment, using support and positive feedback to promote risk taking and academic and social growth.
- Teacher works with students to set goals and creates tiered ways to reach those goals building self-motivation, with support from the educator

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- While observing, the educator is knowledgeable in the content they are presenting.
 - Teacher can provide help when students are grappling with new content, without giving answers.
 - Teacher can engage students in deeper level thinking about topics being taught.
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Standard 5: Innovative Applications of Content

The teacher understands how to connect concepts and use different perspectives to engage learners in critical thinking and collaborative problem solving related to authentic local and global issues.

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- The teacher engages learners in applying content to real world problems.
 - The teacher engages students in questioning and challenging of assumptions to foster critical thinking.
 - Teacher brings different perspectives into content delivery, to expand their understanding of local and global issues.
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Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teachers on-going planning and instruction.

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- Teacher uses different forms of formative and summative assessment to judge student learning and readiness.
 - Teacher uses data from assessment to plan further instruction and find gaps in learning.
 - Teacher uses quality assessments to show student performance and learning.
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Standard 7: Planning for instruction

The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and the pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- Lessons are clear, concise, have a scope and sequence and are well planned.
 - Goals of lessons are clear to students both visually and within the framework of the lesson being taught, and are referenced often.
 - Observer can speak to students in class and get a clear idea of what it is the student is working on, and where they feel they are in their learning.
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Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- "One size does not fit all."
 - Teacher uses projects, technology, videos, lecture, experiments, discussion, group work, etc. to deepen the knowledge of content amongst their class.
 - Teacher utilizes reading articles, online web-based information, research skills, etc. to deepen knowledge.
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Standard 9: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- Teacher reflects on lessons and adapts and makes changes as necessary.
 - Teacher notices ineffective instruction and is able to update approaches to better serve students.
 - Teacher creates growth goals for themselves and works to achieve those goals.
 - Teacher is able to "shift gears on the fly" when a lesson is not meeting the intended goals.
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Standard 10: Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- Teacher seeks feedback from fellow educators and mentor teacher about lessons and units.
 - Teacher shares new ideas with fellow staff and administration to better overall school success.
 - Teacher uses meetings with community and parents, to better understand their learners.
 - Teacher seeks out roles of leadership within the building.
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Standard 11: Technology Standards for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students, as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the standards.

Not Observed Needs Improvement Emerging **Proficient** Advanced

Notes:

Things you might look for while observing:

- Teacher uses technology effectively, to support learning as a tool.
- Teacher utilizes google classroom, apps and other tech-based tools to deepen knowledge and further student engagement.

Chelsea Harrison Observation 4-7-22
Observation #2
Observer: Dillon Clark

WARM UP:

Students enter your classroom and sit down with the appearance of preparedness to learn. One student puts on a bit of a "show" but you manage it very well. On the board you have a daily agenda listed, which is always a good strategy. This is a very small and quiet class, with 7 in the room during your block.

LESSON

You quickly share that after looking at the students final assessments, you noticed that the entire class was struggling with where capitalization needs to be within our writing. This is great that you are picking up on learning patterns!

You pass out a document called, "Capitalizing Class Subjects and Formal Titles."

The document had 5 sentences. You also wrote these on the board. Students were called on to share aloud what they felt should be capitalized. There were a couple specific students who were answering the majority of the questions, you made sure you said, "someone else" in hopes that more would get involved. *You can use more wait time, cold call, use popsicle sticks, etc to assure all are contributing and taking those academic risks.* As students contribute to discussion you elaborate on why they are correct or incorrect in their responses.

Following your mini-lesson, you have students work on the two final assessments. You share that as students are working, they can raise their hand for your support. You also share you will be walking around to support them as they are completing the tasks at hand.

As you walk around and work with students I witness positive feedback, constructive feedback, encouragement and efforts to stretch your students' understanding. This is great. The time your students spend independently working on tasks is a hugely important time for you to provide feedback and extend understanding of the content.

TECHNOLOGY

Technology is very prevalent in your space. Your students are using google classroom, google docs and storyboard to create their final assessments, while one student is working on IXL. Nice job of using technology as a positive tool.

CLASSROOM MANAGEMENT

You have done a great job of extending the feeling of safety and calm, that Mrs. Tupper had previously developed. I feel at ease in your space. This is a great feeling for our students. In this observation, your mentor teacher left the room and it felt to me that behaviors and feeling of the space were very consistent to when she is present. This is a huge compliment, as Mrs. Tupper is an expert in this field.

Chelsea,

Great job today. Through your time at MMS you have certainly been able to show proficiency in each of the 11 standards. I feel like your placement with Holly Tupper was a match meant to be. She is such a fantastic educator and you absolutely took advantage of all the learning she was able to provide you. There is no doubt in my mind that you are ready to take on your own classroom in the fall!!

Attached is the form. Take time to look at both and ask me whatever questions you may have!