

OBSERVATION AND ASSESSMENT PROCESS

All report forms will be submitted electronically (See sample forms in handbook)

Cooperating Teachers and University Supervisors each will make four planned (formal) observations and/or assessments during their student teacher's 16-week assignment. The first *formative* observations are made during the beginning weeks of student teaching - while the student teacher is transitioning into teaching activities - 8 week assignments receive 3 observations for each 8 weeks.

Cooperating Teachers observe informally throughout the student teaching assignment and provide spoken and written feedback. Around midpoint of the assignment, the Cooperating Teacher and University Supervisor observe and hold a *formative* three-way conference to discuss the level of progress the student teacher has made and to determine goals for the remainder of the assignment. Student teachers are expected to complete a self-evaluation at midpoint for the conference.

The third observation/assessment occurs between midpoint and the final week of the student teaching assignment to monitor progress of the student teacher during full-day teaching responsibilities and provide *formative* feedback, with emphasis on professional dispositions.

The last observation/assessment is held near the end of the student teaching assignment, with the Cooperating Teacher and University Supervisor holding a *summative* three-way conference to determine the level of performance demonstrated by the student teacher and to recommend a semester grade. Student teachers are expected to complete final self-evaluations to discuss at the conference (Eight-week placements receive mid-term and final assessments in each assignment). The University Supervisor and Cooperating Teacher will submit a grade of “satisfactory” or “unsatisfactory.” The Director of Field Placement will record the final grade.

Student teachers will receive final grades and recommendations from their Cooperating Teachers and University Supervisors before the final day of the student teaching assignment so that grades can be recorded and degrees can be posted for the graduates—allowing them to apply for teacher licensure in a timely manner. If it is determined that a student teacher is having problems and is unable to correct those problems, please refer to pages 50-51 for policies and procedures.

Portfolio Progress Check

Students in UND teacher education demonstrate growth in their teacher preparation by developing professional portfolios. Phase 1 portfolios begin in Teaching and Learning introductory courses and are evaluated by faculty. Phase 2 portfolios are constructed during methods and materials classes and are evaluated by faculty teams prior to admission to student teaching. Phase 2 portfolios must receive a satisfactory rating for final approval to student teach.

Student teachers compile a Final Professional Portfolio (Phase 3) to demonstrate their acquisition of knowledge, disposition, and skills for teaching. These portfolios are built upon their Phase 2 portfolios from methods and materials classes, but focus on artifact selections from their student teaching semester that support the ten INTASC principles. Students present their portfolios to teams of faculty, Supervisors, and Cooperating Teachers at the end of the student teaching semester.

Cooperating Teachers and Supervisors monitor the progress of the student teacher's portfolio development throughout the semester. Three checkpoints are reported: at the end of the first month, at the mid-term conference, and during the final 3-way conference.

DESCRIPTION OF STUDENT TEACHING ELECTRONIC ASSESSMENT FORMS

The following explanation of assessment forms provides a guideline for cooperating teachers and supervisors.

University Supervisors and Cooperating Teachers Assessment of Student Teaching Process

All forms are now electronic and will be available through a web link. Please complete each form online and print a copy for your student teacher before you click the submit button.

Early Observation: The purpose of this form is to provide the student teacher with *formative feedback* early in the assignment. Outcomes should be shared immediately with the student teacher. Please indicate "not observed" for any items not addressed during this visit.

- please complete your report and print a copy before clicking "submit"
- both you and the student teacher sign the copy
- copy to be kept in the student teacher's Portfolio

Mid-Term Observation: The purpose of this form is to provide the student teacher with *formative feedback* at the mid-point of the experience using the same criteria as will be used for the early observation and final summative evaluation at the end of the student teaching semester. The student teacher, cooperating teacher, and supervisor meet for a 3-way feedback conference to discuss the student teacher's progress at mid-term and to set goals for the remaining weeks of the assignment. Any serious concerns should be directed to the Director of Field Placement immediately following this conference. If necessary, develop an Action Plan for Professional Growth (page 73) to document specific areas of concern and expectations for student teacher to fulfill.

- please complete the form and print a copy before clicking "submit"
- go over the report with your student teacher and both of you sign the copy
- copy to be kept in the student teacher's Portfolio

Dispositions Report: The purpose of this form is to provide the student teacher with *formative feedback* on the personal (affective/dispositional) characteristics that are expected to be demonstrated by educational professionals. This form is completed during the third month of student teaching. Eight week assignments may report the Mid-Term/Dispositions or Dispositions/Final together.

- please complete your report and print a copy before clicking "submit"
- go over the report with your student teacher and both of you sign the copy
- copy to be kept in the student teacher's Portfolio

Final Observation: *This is the same form as the Mid-Term--to provide documentation of growth*

The purpose of this form is to provide the student teacher with a *summative evaluation* at the end of the student teaching assignment. The student teacher, cooperating teacher, and supervisor meet for a final 3-way conference to discuss the student teacher's professional growth and skill performance demonstrated during the final weeks of his/her student teaching semester.

- please complete your report and print a copy before clicking "submit"
- go over the report with your student teacher and both of you sign the copy
- copy to be kept in the student teacher's Portfolio

Final Recommendation Form (see pg. 74-75). This form is not submitted electronically. It is on the Field Placement website: www.und.nodak.edu/dept/ehd/fieldplacement.htm. Click on Cooperating Teacher or University Supervisor and select your format choice. Save it to your desktop so that you can edit as necessary before printing. Please call the Field Placement Office immediately if you have any problems accessing this form (701-777-4128). It can be sent to you by email attachment.

- please complete the form by the last week of student teaching and print a copy for signatures
- go over the report with your student teacher and both of you sign the copy
- original to be delivered or sent to UND Field Placement Office, Stop 7189, Grand Forks, ND 58202
- a final grade cannot be posted until this Recommendation Form is received.



STUDENT TEACHING EARLY OBSERVATION REPORT
Teacher as Learner, Active Agent of Learning, and Articulate Visionary

Student Teacher _____ Date _____ Observer _____

Grade/Subject _____ Teacher/School _____

Early Observation Report should be completed within the first 3-4 weeks of student teaching. Since this is an "early" observation, it is the initial phase of transitioning into the role of professional classroom teacher. Please rate candidate progress at the time of your observation.

1 Does not meet expectations 2 Meets expectations 3 Exceeds expectations N Not Observed

1. <i>Knowledge of Subject Matter</i> : Candidate demonstrates an understanding of content and the importance of multiple perspectives during preplanning, etc:	1	2	3	N
2. <i>Knowledge of Human Development and Learning</i> : Candidate is learning students' names, interests, developmental levels, background knowledge, appropriate class, group, and individual activities.	1	2	3	N
3. <i>Adapting Instruction for Individual Learners</i> : Candidate is becoming familiar with and demonstrates sensitivity to learner differences; discusses, selects, and/or makes adaptations for individual needs.	1	2	3	N
4. <i>Multiple Instructional Strategies</i> : Candidate shows readiness to help in the classroom in a variety of ways, is learner-centered and responsive to needs of learners, understands importance of learning goals, volunteers enthusiastically to work with students in various learning activities.	1	2	3	N
5. <i>Classroom Motivation and Management</i> : Candidate shows readiness and respect for an educational environment that promotes learning, has positive attitude with students, supports classroom behavior standards, and is aware of student activity.	1	2	3	N
6. <i>Communication Skills--Language and Technology Integration</i> : Candidate speaks and writes clearly and correctly, and understands the importance of integrating technology to promote effective learning and/or communication.	1	2	3	N
7. <i>Instructional Planning</i> : Candidate works to develop structure in lesson and/or activity planning, selects appropriate content and strives to become familiar with relevant standards.	1	2	3	N
8. <i>Assessment of Student Learning</i> : Candidate seeks guidance for creating formal and informal assessments, finds ways to check student comprehension of the introductory activities and lessons.	1	2	3	N
9. <i>Reflective Practitioner</i> : Candidate reflects on personal participation and involvement in the classroom, seeks input from cooperating teacher and/or supervisor to prepare for advanced teaching experiences.	1	2	3	N
10. <i>Partnerships (Family, School, District)</i> : Candidate volunteers to work with school and/or district extracurricular activities and/or events. Strives to become familiar with students' families and cultures to build community. Interacts positively with colleagues and school staff.	1	2	3	N

Early Observation

Satisfactory
Rating of 2 or 3 in each Standard

Unsatisfactory
Rating of 1 in more than one Standard

Candidate Signature: _____

(Signature indicates that student has read this report)

Observer: _____

Cooperating Teacher University Supervisor

Programs preparing teacher educators and other school related personnel at the University of North Dakota are in compliance with the Title II Higher Education Act and have reported their information to the North Dakota Education Standards and Practices Board.



Mid-Term/Final Student Teaching Observation Report

Teacher as Learner, Active Agent of Learning, and Articulate Visionary

Please indicate observation period: Mid-Term Final

Student Teacher
_____ Date _____

Observer _____
Grade/Subject _____ Teacher/School _____

Instructions for use: Please indicate the teacher candidate's level of performance by checking only one box in each row. On the electronic form, you

6a. Communication Skills—Oral and Written Language Skills. <i>The Candidate:</i>		
<input type="checkbox"/> Does not meet expectations (1) speaks in inaudible voice, or writes illegibly; spoken or written language contains grammatical and/or content errors; does not confer, confer errors by students in learning situations are content poor; lacks confidence in speaking or writing.	<input type="checkbox"/> Fulfills expectations (2) speaks and writes clearly and correctly; vocabulary is appropriate to students' age and interests; demonstrates competence in speaking or writing; learning situation have ample content in evidence; demonstrates	<input type="checkbox"/> Exceeds expectations (3) speaks and writes correctly and expressively, with well-chosen vocabulary that enriches the lesson; demonstrates mastery of standard English; learners in making connections between content and experience; learning situation is content-rich; presents content with
6b. Communication Skills—Technology Integration. <i>The Candidate:</i>		
<input type="checkbox"/> Does not meet expectations (1) makes little or no use of available media and technology to promote effective learning and/or communication.	<input type="checkbox"/> Fulfills expectations (2) expected range of resources to gather or present content; discusses multiple perspectives; gives attention to learners' family and community experiences and/or communication.	<input type="checkbox"/> Exceeds expectations (3) to support content; strategically introduces resources and experiences that challenge the learners; beliefs or creates an environment for critical thinking.
7. Instructional Planning Skills (Lesson and Unit). <i>The Candidate:</i>		
<input type="checkbox"/> Does not meet expectations (1) displays unclear understanding of developmental objectives and/or objectives for the group; assessment techniques are not aligned with developmental characteristics of learners; and/or learners' background knowledge is overlooked.	<input type="checkbox"/> Fulfills expectations (2) displays knowledge of developmental characteristics of students; uses a variety of assessment techniques and time allocations; opportunities for consideration of multiple perspectives; identifies strengths and needs of each learner and knowledge when standards differ among students.	<input type="checkbox"/> Exceeds expectations (3) uses developmental characteristics as a guide for lesson objectives; recognizes and allows for different preparation styles; uses a variety of materials and resources; extends planning to incorporate individual and clearly aligned standards; uses thorough planning, instructing,
8. Assessment of Student Learning. <i>The Candidate:</i>		
3. Adapting Instruction for Individual Needs. <i>The Candidate:</i>		
<input type="checkbox"/> Does not meet expectations (1) uses one-dimensional assessment methods that do not take into account individual differences; through content and learning goals; activities; assessment limited to rote memorization; in instruction and planning; feedback does not include and/or information is inaccurate or incomplete.	<input type="checkbox"/> Fulfills expectations (2) uses formative, informal and informal assessment methods; uses a variety of assessment methods; learning goals communicated to students; provide meaningful feedback; assessment methods are aligned to learner differences; information learned and informative.	<input type="checkbox"/> Exceeds expectations (3) uses a variety of differentiated assessments; well aligned to the learning standards; and achieves learning skills; uses assessment responsibility; meets multiple class, groups and individual needs; assessment methods plan and distinguish by providing feedback to students; appropriate for individual needs; sets class and learning goals.
9. Reflective Practitioner. <i>The Candidate:</i>		
<input type="checkbox"/> Does not meet expectations (1) demonstrates limited acknowledgment of the barriers (both personal and instructional) to multiple instructional strategies; instructional strategies are self-referential; does not seek feedback and does not attempt to develop a personal, flexible teaching style; or constructive; receives constructive criticism in a negative manner; and/or is not	<input type="checkbox"/> Fulfills expectations (2) uses one-way, self-referential instructional strategies; reflects on professional responsibilities to make a clear assessment of self; effective assessment and feedback; multiple achievement objectives; feedback for self-improvement; problem-solving; and professional improvement; learning and teaching based on feedback; participation in professional	<input type="checkbox"/> Exceeds expectations (3) reflectively seeks feedback and thoughtfully, instructional suggestions; presents content and improves and/or enhances instruction; makes accommodations for a variety of learners; employs effective instructional strategies that achieve instructional goals; seeks feedback from multiple sources; regularly seeks input from multiple sources to improve teaching in multiple situations; participates in professional development opportunities that demonstrate enhancing own knowledge, skills, and expertise.
5a. Classroom Motivation and Management Skills. <i>The Candidate:</i>		
<input type="checkbox"/> Does not meet expectations (1) reliance on extrinsic rewards and/or punishment; classroom control rather than learning; motivation and management practices tend to be authoritarian; and/or classroom standards of conduct may be unclear to students; little or no communication with parent or	<input type="checkbox"/> Fulfills expectations (2) in productive learning behaviors; students use positive language to support social and academic achievements; establishes clear school or district events, awards and uses appropriate school and community resources to support students' learning and well-being; communicates with parents and	<input type="checkbox"/> Exceeds expectations (3) learners are willing to take learning risks; tasks are challenging; student-oriented, intrinsically rewarded by the learning environment; demonstrates caring and value and/or follow through phases of one or more school or district events; is aware of school and community resources available to support students' learning and well-being; regularly communicates with parents; responds promptly to parent concerns; seeks partnerships with colleagues and school staff.
5b. Classroom Management: Teacher Awareness. <i>The Candidate:</i>		
<input type="checkbox"/> Does not meet expectations (1) leaves off-task behaviors unchecked or is unaware of what students are doing; responses are inconsistent--too permissive or severe; not instructive; and/or student dignity is not honored.	<input type="checkbox"/> Fulfills expectations (2) keeps students on task; is aware of what students are doing; checks disruptive behaviors in respectful manner; generally applies strategies that result in appropriate student behaviors.	<input type="checkbox"/> Exceeds expectations (3) engages students actively in meaningful learning; demonstrates high level of teacher presence or "with-it-ness" that results in skillful application of strategies that support students to self-monitor classroom behavior.

will be able to click on all relevant

nt descriptors in any of the three sections after you indicate overall your rating.

Rating Criteria: **Satisfactory** = candidate receives a score of 2 or 3 in all 10 Standards
Unsatisfactory = candidate receives a 1 in more than one of the 10 Standards

Mid-Term Observation

Satisfactory Unsatisfactory

Final Observation

Satisfactory Unsatisfactory

Candidate Signature: _____

(Signature indicates that student has read this report)

Observer: _____

Cooperating Teacher University Supervisor

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