



**EASTERN  
OREGON  
UNIVERSITY**

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**FORM C**  
Observation # \_\_\_\_ of \_\_\_\_  
CUESTE \_\_\_\_\_ MTE "A" \_\_\_\_\_  
MTE "B" \_\_\_\_\_  
(Please check one)

## Student Teaching Observation Evaluation

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Time \_\_\_\_\_

Grade Level/Subject \_\_\_\_\_ Work Sample Lesson: **YES NO**

Observer \_\_\_\_\_ Position: **Coop. Tchr. or Univ. Supervisor**  
(Circle One)

**Directions:** This form will be used to document classroom observations of a student teacher, provide feedback to the student about his/her teaching performance and to evaluate progress toward the knowledge, skills, and competencies in each of the five Domains of teacher function required by the Oregon Teacher Standards and Practices Commission (TSPC) for licensure. Information gathered through classroom observation will be focused by reference to the five Domains and clarified by the evaluator's explanation and/or examples from the lesson observed. Although the Domains are viewed holistically, if any of the 39 specific performance indicators are directly observed (positively or negatively), reference should be noted. (Please refer to your Student Teaching Domain Guide for a listing of each Domain and indicators.) After completing the classroom observation, notation of Domains and explanatory comments, please summarize the student teacher's strengths and areas for future growth in the section below.

### Observation Summary

**Please summarize the student teacher's strengths:**

**Areas observed that need further growth:**

**Other comments or concerns:**

## Student Teaching Domain Guide

### Domain I: The candidate plans instruction that supports student progress in learning and is appropriate for the developmental level of the student.

The candidate is able to:

- 1) Select or write learning goals for units of instruction that are consistent with the school's long-term goals, State content standards, district standards, research on how students learn and the physical and mental maturity of students
- 2) Determine the current performance level of the students with respect to learning goals
- 3) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and evaluating the progress of the students
- 4) Determine content, skills, and processes that assist students to accomplish desired outcomes and design learning activities that lead to mastery
- 5) Select and organize materials and equipment needed to teach the unit
- 6) Adapt lesson plans for exceptional learners and students with varying cultural, social and linguistic backgrounds
- 7) Estimate time required for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving

### Domain II: The candidate establishes a classroom climate conducive to learning.

The candidate is able to:

- 8) Affirm the dignity and worth of all students and provide positive support needed by students to be effective learners
- 9) Communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the developmental level of students and are consistent with laws governing student rights and responsibilities
- 10) Establish classroom rules that apply to all students' principles of gender equity and racial justice and apply principles of least restrictive environment for students with disabilities
- 11) Establish and maintain classroom rules and procedures that model appropriate social behavior and provide reinforcement when it occurs
- 12) Establish and maintain classroom rules and procedures that take into account the influence of the physical, social, and emotional climates of students' homes and the community
- 13) Monitor students conduct and take appropriate action when misbehavior occurs
- 14) Interact courteously with students and parents and resolve conflicts in a professional manner, respecting the cultural context of the community
- 15) Use classroom time effectively
- 16) Manage instructional transitions decisively and without loss of instructional time
- 17) Arrange instructional materials in advance of class
- 18) Coordinate the use of instructional assistants, parent volunteers, student assistants and other support personnel to achieve instructional objectives

### Domain III: The candidate engages students in planned learning activities.

The candidate is able to:

- 19) Choose organizational structures appropriate to the objectives of instruction
- 20) Communicate learning outcomes to be achieved and focus on student interest on tasks to be accomplished
- 21) Implement instructional plans that employ knowledge of subject matter and basic skills
- 22) Use a variety of research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures and encourage parental participation
- 23) Emphasize instructional techniques that promote critical thinking and problem solving and encourage divergent and convergent thinking
- 24) Monitor the engagement of students in learning activities and the progress they are making to determine if modification is necessary so that all students accomplish the objectives

### Domain IV: The candidate evaluates, acts upon and reports student progress in learning.

The candidate is able to:

- 25) Use assessment procedures that are valid and reliable to determine the progress of all students
- 26) Document student progress and inform students, supervisors and parents about progress in learning
- 27) Refine plans for instruction or establish alternative goals when appropriate
- 28) Collaborate with parents, colleagues and community members to provide assistance to students and their families to promote student learning
- 29) Assemble, reflect upon, interpret and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and effectiveness in learning further intervention

### Domain V: The candidate exhibits professional behaviors, ethics and values.

The candidate is able to:

- 30) Be dependable, conscientious and punctual
- 31) Meet work schedule demands
- 32) Be aware of appropriate dress
- 33) Act in accordance with school policies and practices
- 34) Respect cultural patterns and expectations
- 35) Interact constructively with colleagues, administrators, supervisors, educational assistants and parents
- 36) Perform advisory functions for students in formal and informal settings
- 37) Function as a member of an interdisciplinary team to achieve curriculum goals and state and district standards
- 38) Exhibit energy, drive and determination to make the best possible environment for teaching and learning
- 39) Exhibit energy, drive and determination to become a professional educator

Related Domain with explanation commentary	Observation information / Data collection / Specific examples, performance indicators
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