# Student Teaching Formal Observation

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>District:</td>
</tr>
<tr>
<td>Subject(s):</td>
<td>Grade Level(s):</td>
</tr>
<tr>
<td>Lesson Title(s):</td>
<td></td>
</tr>
</tbody>
</table>

Categories during formal observations will be rated as ‘Not Demonstrated,’ ‘Emerging,’ ‘Competent,’ or ‘Exceptional.’

**Use of Constructivism:** Ability to utilize the constructivist learning model to create a positive impact on student learning.

- [ ] Not Demonstrated
- [ ] Emerging
- [ ] Competent
- [ ] Exceptional

Comments:

**Use of Foundational Knowledge:** Uses foundational knowledge of subject matter, learning methods, curriculum goals, student attributes and community resources to create a positive impact on student learning.

- [ ] Not Demonstrated
- [ ] Emerging
- [ ] Competent
- [ ] Exceptional

Comments:
**Instructional Planning for Effective Teaching:** Ability to design and implement instruction is adapted to the student dynamics of the classroom.

- [ ] Not Demonstrated
- [ ] Emerging
- [ ] Competent
- [ ] Exceptional

Comments:

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**Classroom Management and Discipline:** Ability to manage the physical environment and student dynamics of the classroom.

- [ ] Not Demonstrated
- [ ] Emerging
- [ ] Competent
- [ ] Exceptional

Comments:

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**Student Performance Assessment:** Ability to use authentic assessment techniques to create a positive impact on student learning.

- [ ] Not Demonstrated
- [ ] Emerging
- [ ] Competent
- [ ] Exceptional

Comments:

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**Diverse Populations:** Ability to work effectively with students of various backgrounds, disabilities, capabilities, and racial and/or ethnic populations.

- [ ] Not Demonstrated
- [ ] Emerging
- [ ] Competent
- [ ] Exceptional

Comments: