



EARLY EXPERIENCE FORMATIVE OBSERVATION ASSESSMENT FOR PRE-SERVICE TEACHER

Student: _____ School: _____
 Cooperating Teacher: _____ Semester: _____ Grade Level/Content: _____
 WJC Courses for which teaching acts were done during this fieldwork: _____ Today's Date: _____

| MISSOURI STANDARD | | GUIDING FOCUS/EXAMPLES OF STANDARD | COMMENTS | RATING (PLEASE CIRCLE ONE) |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------|
| Content Learners and Learning Diverse Learners Curriculum | Standard 1: Understands central concepts, tools of inquiry, & structures of the discipline(s) within context of a global society & creates learning experiences to make content meaningful for students. | <input type="checkbox"/> A. Exhibits accurate knowledge of subject content area(s). <input type="checkbox"/> B. Inquires about students' prior knowledge. <input type="checkbox"/> C. Can research information if required. <input type="checkbox"/> D. Inquires about how to make interdisciplinary connections. | | Impressed Satisfied Concerned |
| | Standard 2: Understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. | <input type="checkbox"/> A. Aware of developmental differences in students in a positive way and inquires about ways to make learning opportunities developmentally appropriate. <input type="checkbox"/> B. Encourages student responsibility (does not 'do it for them'). <input type="checkbox"/> C. Helps students make connections to their own experiences. | | Impressed Satisfied Concerned |
| | Standard 3: Diverse Learners -- Understands how students differ in their approaches to learning and creates instruction that is adapted to diverse learners. | <input type="checkbox"/> A. Aware of individual differences in a positive way and inquires about ways to do differentiated instruction. <input type="checkbox"/> B. Aware of students' prior experience, family, culture, and community and inquires about ways to utilize that knowledge in instruction. | | Impressed Satisfied Concerned |
| | Recognizes need for long-range planning & curriculum development. Develops, implements, evaluates instruction based on student, state, district standards. | <input type="checkbox"/> A. Inquires about district curriculum standards/goals <input type="checkbox"/> B. Considers diversity of student learning needs and preferences. <input type="checkbox"/> C. Demonstrates flexibility by responding to needs in classroom. | | Impressed Satisfied Concerned |

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| Missouri Standard | <i>Guiding Focus/Examples of Standard</i> | Comments | Rating (Please circle one) |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Instruction | Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. | <p>___A. Observes use of a variety of instructional strategies, materials and technology.</p> <p>___B. Inquires about how to align Instructional strategies with curricular objectives.</p> <p>___C. Effectively assists cooperating teacher and engages students as assigned by the cooperating teacher (depends upon classroom needs)</p> | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| Classroom Management | Uses understanding of individual & group motivation & behavior to create environment that encourages positive social interaction, active engagement in learning, & self-motivation. | <p>___A. Inquires about ways to motivate students.</p> <p>___B. Observes cooperating teacher's timing and transitions.</p> <p>___C. Inquires about classroom rules, behavioral expectations & consequences and utilizes them.</p> <p>___D. Has professional relationship with students-warmth, encouragement, constructive criticism.</p> | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| Communication | Models effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | <p>___A. Speaking---Uses appropriate vocabulary and correct grammar and speaks with clear articulation and volume.</p> <p>___B. Writing---Uses correct mechanics and spelling----has legible handwriting.</p> <p>___C. Gives clear, concise & reasonable directions.</p> <p>___D. Models effective, appropriate verbal/ non-verbal communication & interpersonal skills.</p> <p>___E. Demonstrates sensitivity to cultural, gender, intellectual, & physical differences.</p> | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| Assessment | Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. | ___A. Inquires about how to use a variety of formal/ informal assessment techniques (e.g. observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, & standardized tests) to enhance student performance, & to modify instruction. | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |

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|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Reflection & Professional Growth | Is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow. | <p><input type="checkbox"/> A. <u>Demonstrates professionalism by meeting expectations and fulfilling responsibilities promptly.</u></p> <p><input type="checkbox"/> B. Reflects on their own development as a teacher accurately in feedback session(s).</p> <p><input type="checkbox"/> C. Recognizes need for improvement; seeks suggestions.</p> | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| Professionalism | Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning & well-being. | <p><input type="checkbox"/> A. Maintains professional demeanor at all times.</p> <p><input type="checkbox"/> B. Is flexible; does not exhibit frustration.</p> <p><input type="checkbox"/> C. Assumes responsibility inside & outside classroom.</p> <p><input type="checkbox"/> D. Reacts appropriately & effectively to unexpected events in classroom.</p> | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| Technology | Understands the theory and application of technology in instruction and has adequate technological skills to create meaningful learning opportunities for all students. | <p><input type="checkbox"/> A. Utilizes technological tools effectively if asked by cooperating teacher; demonstrates awareness of technology use; inquires about effective use of technology for instructional purposes.</p> | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| Self-Awareness/Teacher Attributes | Knows own strengths/weaknesses & working on own development. Values development & rewarded by student growth. Mutually supportive relationships in class/school. Strong self-discipline & responsibility. | <p><input type="checkbox"/> A. Self-perception matches other's view of abilities, interpersonal relationships.</p> <p><input type="checkbox"/> B. Confident (justifiably)</p> <p><input type="checkbox"/> C. Can balance college responsibilities with field experience responsibilities.</p> <p><input type="checkbox"/> D. Committed to teaching as a profession and demonstrates willingness to fulfill professional responsibilities.</p> | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |