

**William Jewell College**  
**Department of Education**  
**Early Experience Formative Observation Assessment for Pre-service Teacher**

Student: \_\_\_\_\_ School: \_\_\_\_\_  
 Cooperating Teacher: \_\_\_\_\_ Semester: \_\_\_\_\_ Grade Level & Content \_\_\_\_\_

| <b>Missouri Standard</b>     |   | <i>Guiding Focus/Examples of Standard</i>  | <b>Comments</b> | <b>Rating</b><br>(Please circle one)               |
|------------------------------|---|--|-----------------|--|
| <b>Content</b>               | Standard 1:<br>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. | <p>___A. Exhibits accurate knowledge of subject content area(s).</p> <p>___B. Inquires about students' prior knowledge.</p> <p>___C. Can research information if required.</p> <p>___D. Inquires about how to make interdisciplinary connections.</p>  |                 | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| <b>Learners and Learning</b> | Standard 2: Understands how students learn and develop, and provides learning opportunities that support the Intellectual, social, and personal development of all students.                                | <p>___A. Aware of developmental differences in students in a positive way and inquires about ways to make learning opportunities developmentally appropriate.</p> <p>___B. Encourages student responsibility (does not 'do it for them').</p> <p>___C. Helps students make connections to their own experiences.</p> |                 | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| <b>Diverse Learners</b>      | Standard 3: Diverse Learners -- Understands how students differ in their approaches to learning and creates instruction that is adapted to diverse learners.  | <p>___A. Aware of individual differences in a positive way and inquires about ways to do differentiated instruction.</p> <p>___B. Aware of students' prior experience, family, culture, and community and inquires about ways to utilize that knowledge in instruction.</p>  |                 | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| <b>Curriculum</b>            | Recognizes need for long-range planning & curriculum development. Develops, implements, evaluates instruction based on student, state, district standards.  | <p>___A. <i>Inquires about district curriculum standards/goals</i></p> <p>___B. <i>Considers diversity of student learning needs and preferences.</i></p> <p>___C. <i>Demonstrates flexibility by responding to needs in classroom.</i></p>  |                 | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |

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|-----------------------------|---|--|-----------------|--|
| <b>Instruction</b>          | 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> |
| <b>Classroom Management</b> | 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 &amp; 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> |
| <b>Communication</b>        | 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 &amp; reasonable directions.</p> <p>___D. Models effective, appropriate verbal/ non-verbal communication &amp; interpersonal skills.</p> <p>___E. Demonstrates sensitivity to cultural, gender, intellectual, &amp; physical differences.</p> |                 | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| <b>Assessment</b>           | Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.                 | <p>___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, &amp; standardized tests) to enhance student performance, &amp; to modify instruction.</p>  |                 | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |

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| Missouri Standard                           |  | Guiding Focus/Examples of Standard  | Comments | Rating<br>(Please circle one)                      |
|---|--|---|----------|--|
| <b>Reflection &amp; Professional Growth</b> | 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>___A. <u>Demonstrates professionalism by meeting expectations and fulfilling responsibilities promptly.</u></p> <p>___B. Reflects on their own development as a teacher accurately in feedback session(s).</p> <p>___C. Recognizes need for improvement; seeks suggestions.</p>  |          | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| <b>Professionalism</b>                      | Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning & well-being.  | <p>___A. Maintains professional demeanor at all times.</p> <p>___B. Is flexible; does not exhibit frustration.</p> <p>___C. Assumes responsibility inside &amp; outside classroom.</p> <p>___D. Reacts appropriately &amp; effectively to unexpected events in classroom.</p>   |          | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |
| <b>Technology</b>                           | Understands the theory and application of technology in instruction and has adequate technological skills to create meaningful learning opportunities for all students.                                    | <p>___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> |
| <b>Self-Awareness/Teacher Attributes</b>    | 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>___A. Self-perception matches other's view of abilities, interpersonal relationships.</p> <p>___B. Confident (justifiably)</p> <p>___C. Can balance college responsibilities with field experience responsibilities.</p> <p>___D. Committed to teaching as a profession and demonstrates willingness to fulfill professional responsibilities.</p> |          | <p>Impressed</p> <p>Satisfied</p> <p>Concerned</p> |

Early field observation evaluation form.  
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