

CHAMINADE UNIVERSITY OF HONOLULU

STUDENT TEACHING – SOLO VISIT #1 OBSERVATION FORM

Student: Aida Corpuz School: Waipahu High

CT: Winna Ababa Grade/Subject: Language Arts

Supervisor: Kale'a Silva Date: 04/16/13

Directions:

Observations of the Student Teacher are intended to provide information and an evaluation of the performance and dispositions of the student teacher in the classroom. The focus for the Solo Observation #1 is to continue to monitor the progress of Standards Three through Eight from the Mini and Block Observations indicating the summary rating for each Standard, but will now include the scores and summary ratings for Standards One, Two, Nine and Ten. Please take into consideration the whole picture of the classroom and the student teacher's performance/dispositions.

In the observation notes section you can indicate the specifics of the visit, which include, but are not limited to, all Ten Standards and any other notes that you feel will add to the observation.

In the Commendations and Recommendations section please make reference to all of the Standards. Feel free to elaborate and/or touch upon other areas of the Standards and/or additional comments.

Directions: Please evaluate the student teacher's performance *in each box* using the following key:
(DM) – Does not Meet (A) – Approaching; (M) – Meets; (E) - Exceeds

Explanation of scoring:

Does not Meet (DM)	Student is not meeting the specified performance proficiency or did not provide evidence
Approaching (A)	Student demonstrates with quality or provides evidence of performance proficiency less than 74% of the time
Meets (M)	Student demonstrates with quality or provides evidence of performance proficiency 75 – 94% of the time
Exceeds (E)	Student demonstrates with quality or provides evidence of performance proficiency 95% or more of the time

Summary Rating: The summary rating should be the average of the scores for each subheading.

Standard #3: Learning Environments (Mini/Block)

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Summary Rating (Please circle the appropriate rating)

DM A **(M)** E

Standard #4: Content Knowledge (Block)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

DM A M E

Summary Rating (Please circle the appropriate rating)

Standard #5: Application of Content (Block)

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

DM A M E

Summary Rating (Please circle the appropriate rating)

Standard #6: Assessment (Mini/Block)

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

DM A M E

Summary Rating (Please circle the appropriate rating)

Standard #7: Planning for Instruction (Mini/Block)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

DM A M E

Summary Rating (Please circle the appropriate rating)

Standard #8: Instructional Strategies (Block)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

DM A M E

Summary Rating (Please circle the appropriate rating)

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances

- M The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- E The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- M The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge

- E The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- E The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- E The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- E The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions

- E The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- E The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- E The teacher takes responsibility for promoting learners' growth and development.
- E The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Summary Rating (Please circle the appropriate rating)

E	M	A	DM
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Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances

- E The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- M The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- E The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- M The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms, including Native Hawaiian history and culture.
- M The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- M The teacher accesses resources and supports specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge

- E The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- E The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- M The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- E The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- M The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions

- E The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- E The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- E The teacher makes learners feel valued and helps them learn to value each other.
- E The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Summary Rating (Please circle the appropriate rating)

DM	A	M	<u>E</u>
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Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

- E The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- E The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- M Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- E The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.
- E The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- E The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge

- E The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- E The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- E The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- M The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- M The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions

- E The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

- E The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- E The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- E The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws and policies.

Summary Rating (Please circle the appropriate rating)

DM	A	M	<u>E</u>
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Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

- E The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- M The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- M The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- M The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- M Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- M The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- E The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- M The teacher uses and generates meaningful research on education issues and policies.
- E The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- E The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- M The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge

- M The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- M The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

E
E

The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions

E
M
M
M
E

The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
The teacher takes responsibility for contributing to and advancing the profession.
The teacher embraces the challenge of continuous improvement and change.

Summary Rating (Please circle the appropriate rating)

DM	A	M	E
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