

**MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM**  
*Student Teaching/Internship Performance Observation Report*

**Student Teacher/Intern:**

**Observer:**

**Class/Subject:**

**Date:**

<b>D</b>	<b>DISTINGUISHED</b>	<b>Notably surpasses expectations</b> for level of performance of a student teacher. Demonstrates <b>exceptional</b> understanding of the teaching/learning process; the roles and responsibilities of a teacher; & the knowledge, skills, and attitudes of a beginning teacher
<b>P</b>	<b>PROFICIENT</b>	<b>Effectively meets expectations</b> for level of performance of a student teacher. Demonstrates significant understanding of the teaching/learning process; the roles and responsibilities of a teacher; & the knowledge, skills, and attitudes of a beginning teacher
<b>B</b>	<b>BASIC</b>	<b>Adequately meets expectations</b> for level of performance of a student teacher. Demonstrates acceptable understanding of the teaching/learning process; the roles and responsibilities of a teacher; & the knowledge, skills, and attitudes of a beginning teacher
<b>U</b>	<b>UNSATISFACTORY</b>	<b>Does not meet expectations</b> of a student teacher

<b>I. Domain: Planning and Preparation</b>		
A. Demonstrates content knowledge		<b>Basic</b>
B. States instructional goal(s) clearly in written plan		<b>Basic</b>
C. References instructional goal(s) to Pennsylvania Standards and Anchors		<b>Basic</b>
D. Specifies content to be learned in written plan; content is valid for instructional goal(s)		<b>Basic</b>
E. States instructional objective (conditions, performance, quality); objective is valid for instructional goal(s)		<b>Basic</b>
F. Describes strategies for differentiating instruction and accommodating individual learner needs		<b>Basic</b>
G. Reflects knowledge of students and learning in plans		<b>Basic</b>
H. Describes strategies and learning activities in adequate detail		<b>Basic</b>
I. Prepares and organizes all instructional materials in advance of delivery		<b>Basic</b>

*Comments on Planning and Preparation:*

<b>II. Domain: Classroom Environment</b>		
A. Manages transitions efficiently and effectively		<b>Basic</b>
B. Sequence, flow, and pace are appropriate for learners		<b>Basic</b>
C. Monitors and attends to all classroom activities		<b>Basic</b>
D. Sets high expectations for all learners		<b>Basic</b>
E. Establishes and consistently enforces clear rules and procedures		<b>Basic</b>
F. Anticipates potential problem behaviors and attempts to prevent them		<b>Basic</b>
G. Gives clear directions to learners and checks for understanding		<b>Basic</b>
H. Ability to establish and maintain rapport with students		<b>Basic</b>
I. Practices responsive classroom management when necessary		<b>Basic</b>

*Comments on Classroom Environment:*

<b>III. Domain: Instructional Delivery</b>		
<b>Pre-Instructional Phase (Anticipatory Set)</b>		
A. Activates and directs learner attention		<b>Basic</b>
B. Establishes learner expectancy; communicates instructional goal(s) meaningfully to learners		<b>Basic</b>
C. Arouses learner motivation and interest for learning		<b>Basic</b>
D. Activates recall of relevant prior knowledge		<b>Basic</b>
<b>Instructional Phase</b>		
A. Engages students as active participants		<b>Basic</b>
B. Provides content, examples and illustrations that are meaningful to learners		<b>Basic</b>
C. Uses instructional supports (audio, visual, computer, etc.) to enhance learner understanding		<b>Basic</b>
D. Monitors learner engagement and understanding, providing informative feedback		<b>Basic</b>
E. Reinforces major ideas to be learned		<b>Basic</b>
F. Elicits frequent overt responses from all learners (formative assessment)		<b>Basic</b>
G. Uses appropriate questioning levels and strategies		<b>Basic</b>
<b>Post-Instructional Phase</b>		
A. Provides opportunities for independent practice (e.g., homework, seatwork), consistent with instructional goal(s)		<b>Basic</b>
B. Provides practice opportunities that require learners to interact with new content		<b>Basic</b>
C. Monitors independent practice to correct, encourage, and maintain student engagement		<b>Basic</b>
<b>Assessment</b>		

A. Utilizes formative assessment as feedback to learners and to inform instruction	<b>Basic</b>
B. Formative and/or summative assessment data are aligned with instructional goal(s)	<b>Basic</b>
C. Summative assessment procedures maximize reliability of data collected	<b>Basic</b>
<b>Communicating with Students</b>	
A. Use vocal inflection, tone and volume	<b>Basic</b>
B. Uses non-verbal strategies to communicate with learners	<b>Basic</b>
C. Conveys enthusiasm for teaching and for learners	<b>Basic</b>

*Comments on Instructional Delivery:*

IV. Domain: Professionalism		
A. Uses self-assessment and reflection to improve performances		Basic
B. Exhibits professional language, dress, and behavior		Basic
C. Models respect for individual differences		Basic
D. Exhibits self-confidence and poise		Basic
E. Communicates effectively:	1. Speaks clearly, uses correct pronunciation and grammar	Basic
	2. Writes clearly, spells correctly, punctuates appropriately	Basic
F. Manages time and tasks effectively		Basic
G. Displays common sense and problem-solving skills		Basic

*Comments on Professionalism:*

#### **GENERAL COMMENTS AND TOPICS FOR CONFERENCING**

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Cooperating Teacher: Email completed form to student, university supervisor, and [jmcgill@messiah.edu](mailto:jmcgill@messiah.edu) within 24 hours of observation.

Supervisor: Email completed form to student, cooperating teacher, and [jmcgill@messiah.edu](mailto:jmcgill@messiah.edu) within 24 hours of observation.