

STUDENT TEACHER: _____ SCHOOL SITE: _____

MENTOR TEACHER: _____ UCO SUPERVISOR: _____

OBSERVATION #1---Date: _____ Time: _____

1. What is the mentor's email address? _____
2. How many years of experience does this mentor have? _____
3. What are the certification areas of this mentor? _____
4. What is the principal's name and email _____
5. Had the mentor been told about the student teacher website? _____ If not, please have the student teacher show them this important resource for information. (If time allows, have them do this now to ensure this important resource is given to the mentor.)
6. Discuss your expectations with the student teacher regarding:
 - a. Professional dress and behavior-also confidentiality, teachers' lounge, behavior with students and staff, etc.
 - b. Attendance /Absences—Make up time sheets are on the website which include how time may be made up.
 - c. Communication (Could include how to notify mentor, supervisor and UCO when absent, and concerning written and oral communication expectations.)
 - d. Lesson plans/Confidentiality/Teamwork
 - e. Elements of a good lesson that you expect to see each time (Introduction, questioning, discussion, modeling, application, closing etc.)
 - f. Goals regarding Co-Teaching (If the mentor is not trained, we do have a training module that can train them at their convenience.)
 - g. Observations of other teachers
 - h. Contact information
 - i. Due next time _____
 - j. **PPAT and Project Approach (Proj. App.—EC only)**
7. Is the student actively engaged in this classroom?
8. Does the mentor have any concerns at this point?
9. Approximate date and time for the next observation: _____

Goals for the next visit: _____

STUDENT TEACHER'S SIGNATURE: _____

SUPERVISOR'S SIGNATURE: _____

MENTOR'S SIGNATURE: _____

TES Office and Supervisor use only: Is the student in a good placement? Yes No (If not, what are your concerns?) _____

STUDENT TEACHER: _____ SCHOOL SITE: _____

MENTOR TEACHER: _____ UCO SUPERVISOR: _____

OBSERVATION # _____ Date: _____ Time: _____

Reflective

- ____ Reflects on own teaching and its effect on student progress and learning
- ____ Responds well to supervision
- ____ Demonstrates the importance of being punctual
- ____ Demonstrates the importance of regular attendance
- ____ Demonstrates mature and responsible behavior
- ____ Demonstrates an understanding of the importance of professional dress and demeanor
- ____ Possesses a sound knowledge base in subject matter and pedagogy
- ____ Evaluates the effects of his/her choices and actions on others and changes when needed
- ____ Demonstrates legal and ethical knowledge and demeanor

Responsive

- ____ Demonstrates knowledge of theories of learning and development including the uniqueness of and the variations among individuals
- ____ Incorporates individualized instruction as needed for variations among individuals
- ____ Accepts the need to learn, grow, and change and actively seeks opportunities that will positively affect her/his (teacher candidate) understanding, skills, and dispositions
- ____ Addresses holistic needs of students
- ____ Demonstrates a respect for a diverse student population
- ____ Interacts appropriately with all students and plans appropriate curriculum and processes with sensitivity to a diverse student population and global society
- ____ Demonstrates effective oral communication skills
- ____ Demonstrates effective written communication skills
- ____ Relates well with students
- ____ Exhibits appropriate interaction skills

____ Seeks active participation in classroom responsibilities through effective communication with mentor teacher

____ Engages family and community support

____ Serves the community and profession

Resourceful

____ Demonstrates knowledge of subject matter, human development, learning and motivation

____ Implements a variety of instructional and professional strategies

____ Implements instruction that encourages development of critical thinking and problem solving skills

____ Implements instruction that encourages development of positive social interaction, self- motivation, and active engagement in learning

____ Implements instruction that encourages development of active inquiry, collaboration, and supportive interaction in the classroom

____ Implements instruction that encourages development of a life-long learner mindset

____ Implements instruction that encourages development of career awareness

____ Demonstrates the knowledge of and ability to incorporate the Oklahoma Standards.

____ Develops and effectively uses classroom assessment procedures

____ Adapts instruction based upon assessment and reflection

____ Utilizes technology for instructional methodologies and personal productivity

____ Utilizes the tools of research

____ Plans for delivery of the lesson relative to short term and long term objectives

____ Minimizes non-instructional routines thus maximizing time on task

____ Relates subject matter to student experiences

____ Allows the learner to perform the task with the teacher's direct supervision

____ Provides opportunities for independent practice of skills without the teacher's direct supervision

____ Summarizes and fits into context what has been taught in a way that actively involves the students

____ PK-12 students demonstrate mastery of the stated objectives through projects, daily assignments, performance, and tests.

Comments: _____

Is the student turning artifacts in on time? Yes No

Is the student showing adequate progress? Yes No

Is the student a possible candidate for early release? Yes No Where? _____

Approximate Date/Time of the Next Visit: _____

Artifacts	Due Date	Date Turned In
PPAT 1		
PPAT 2		
PPAT 3		
(Early Childhood Only) Project Approach		

Student Teacher's Signature: _____ Supervisor/Faculty Signature _____