

Explanation of DLE Observation and Assessment Forms

DLE Student Teaching Observation Form

It is important that Student Teachers receive written feedback about the teaching expectations and standards they demonstrate. The sample observation forms, in this section may be duplicated for this purpose (formative assessment). This is an important document because it provides a developmental foundation for continuing professional growth leading to recommendation for a Preliminary Credential. It is recommended that this observation form, along with the checklists that follow be used by DLE University Supervisors to support student teachers in their developing practice.

Interpretations of Competence

Interpretations of competence for observations and assessments of student teachers are based on a developmental continuum showing progression during the student teaching field experiences. The following interpretations are a guide for completing the competency rubrics assessing teaching performance:

- **NOT OBSERVED (NO)** means that the person conducting the observation did not observe the Student Teacher displaying the indicated category (-ies).
- **NEEDS SPECIAL ATTENTION (SA)** means the Student Teacher shows a decided weakness or lack in a given area, and should pay special attention to improving that area.
- **DEVELOPING COMPETENCE (DC)** means the Student Teacher is aware of the standards, expectations, and quality indicators; writes and speaks about the standards and expectations, is beginning implementation and showing evidence of some of the quality indicators, is willing and able to make improvements.
- **APPROACHING COMPETENCE (AP)** means the Student Teacher evidences many of the quality indicators.
- **ACHIEVING COMPETENCE (AC)** means the Student Teacher evidences most of the quality indicators at a level expected of an advanced student teacher.

DLE Student Teaching Professional Growth & Assessment Form (Evaluation)

The “Student Teaching Professional Growth Assessment” form evaluates teaching quality indicators using a rubric describing the level of competence demonstrated by the Student Teacher. This comprehensive form is used to check progress at midpoints (formative assessment) and other times during the student teaching experience as needed, and is used for the final (summative) assessment report each semester of student teaching.

Student Teacher Professional Growth Assessment Profile (Example)

Student Teachers are expected to be **developing** (DC), **approaching** (AP), and **achieving** (AC) **competence** during the progression of student teaching field experience. Some categories may **not** be **observed** (NO) at some points in the program. Categories needing **special attention** (SA) REQUIRE a “Professional Growth Plan.”

The typical Student Teacher during the course of student teaching field experiences demonstrates a developmental profile (see example below). This occurs as the Student Teacher advances in student teaching and then is expected to continue achieving competence in the induction years after receiving a preliminary teaching credential.

- Student Teaching I (DLE 961/963) Progress Report. All DCs/NOs. Any SAs require a growth/action plan and additional progress checks. Additional progress checks should result in significant growth or may result in extension/repeat of student teaching, and/or discontinuation and no credit (NC) for student teaching.
- Student Teaching I Final Report. Mostly DCs, some APs/NOs. SAs (same as above). Recommendation for advanced student teaching.
- Student Teaching II (TE 962/964) Progress Report. Mostly APs, some DC/AC/NOs. SAs (same as above).
- Student Teaching II Final Report. Mostly ACs, some APs. (SAs same as above). Recommendation for a Preliminary Credential. Advance to Induction.

