

Brown University Teacher Education Program Observation/Comment Form

Name of Student _____ Date _____

STANDARDS: These standards are intended as guidelines for discussions, reflections, and written reports by cooperating teachers, clinical/adjunct faculty, and student teachers. Indicate whether the student teacher is “meeting,” “approaching,” or “just beginning [to approach]” a particular standard. Please cite evidence.

<p>1) Roles and Relationships: <i>(RIBTS 11)</i>...maintains professional standards guided by social, legal, and ethical principles; <i>(RIBTS 6)</i>...creates a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation; <i>(RIBTS 7)</i>...fosters collaborative relationships with colleagues, families, and agencies in the larger community to support students’ learning.</p>	<p>Comments:</p>
<p>2) Student as Learner: <i>(RIBTS 2; 4; 5; 6; 8; 9; 10)</i>... demonstrates an awareness of the learners in his/her classroom...ensures that students learn to self-assess... creates instructional opportunities that reflect an understanding of how children learn and develop.</p>	
<p>3) Planning: <i>(RIBTS 3; 8)</i>...uses effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas; <i>(RIBTS 4)</i>...creates instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.</p>	
<p>4) Classroom Practice: <i>(RIBTS 3; 5)</i>...creates instructional opportunities to encourage students’ development of critical thinking, problem solving, and performance skills.</p>	
<p>5) Assessment: <i>(RIBTS 9)</i>...uses a variety of formal and informal assessment strategies to support the continuous development of the learner.</p>	
<p>6) Professional Knowledge and Growth: <i>(RIBTS 10)</i>... reflects on his/her practice and assumes responsibility for his/her own professional development by actively seeking opportunities to learn and grow as a professional.</p>	
<p>7) Engagement with Subject Matter: <i>(RIBTS 1)</i>...creates a learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live; <i>(RIBTS 2)</i>...creates a learning experience that reflects an understanding of the central concepts, structures, and tools of inquiry of the disciplines s/he teaches.</p>	