Generic
Intern Observation Checklist

Date: _____ Subject: _____ Activity: _____ Setting: _____ # of Students: _____
Intern: _____ CT: _____ Field Instructor: _____

P/Present **E/Exceeds Expectation** **N/Needs Strengthening** **NA/Not applicable**

P	E	N	NA	**Lesson Planning**
				Lesson plan completed and reviewed prior to instruction
				Evidence of advance preparation and lesson organized (materials ready)
				Lesson appropriate for age, grade, ability

				Lesson Opening:
				Signals and gains attention of students
				States goals, sets purpose
				Activates background knowledge (personal connection to student)
				Reviews and makes connections to prior learning

Lesson Components: Presentation/Guided Practice/Individual Practice/Closing

				Gives clear directions and explanations
				Sets warm and positive tone
				Uses "think aloud" to make visible language, practices, processes
				Models learning strategies
				Checks for understanding
				Uses appropriate pacing and flow for lesson
				Connects concepts and ideas
				Provides variety of student learning structure
				♦ Individual ♦Partners ♦Groups ♦Projects
				Provides opportunity for transfer of control/apprenticeship/active student involvement
				Uses appropriate audio, visual, technology equipment
				Uses guided practice to actively monitor student understanding of lesson
				Uses independent practice to monitor student understanding of lesson
				Uses assessment to monitor and adjust lesson
				Provides adequate time for closing:
				♦student closure ♦teacher summarization ♦connect lesson to future learning ♦assessment

Creating and Managing Classroom Learning Community:

				Maintains classroom routine (e.g. greets students, attendance, seating chart, daily reports)
				Uses firm, confident voice and posture
				Professional appearance
				Uses specific praise appropriately to motivate and to provide feedback
				Uses preventive measures/controls
				♦ Nonverbal signals/cues
				"Teacher look"/hand signals/proximity/mobility/visibility
				♦ Verbal cues/signals
				Specific praise statements/"broken record"/restatement of rules
				Moves and positions self to effectively support lesson/activity
				Implements appropriate & effective consequences/rewards