

Coppin State University
Teacher Education Unit– Office of Field Services
Graduate Internship Observation Form
(Phases IIB & III)

Each candidate must be observed teaching a lesson at least 2 times during each placement.

Name:		Date of Observation:
Internship Site & Grade Level		Subject of Lesson:
Mentor Teacher:		
University Supervisor:		
Observation Number	Please Circle: 1 2	
Conference	<input type="checkbox"/> Yes <input type="checkbox"/> No	Date: _____
Intern's Signature:		
Evaluator's Signature:		

Directions: Using the attached worksheet, score your intern on each indicator and use the cumulative data to prepare a narrative summary on each of the six program outcomes and the three domains relating to classroom management, effect on student learning, and diverse learners.

<p style="text-align: center;">Overall Evaluation/Recommendation(s)</p> <input type="checkbox"/> Exceeds Expectation (3) <input type="checkbox"/> Meets Expectation (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> No Opportunity to Judge	<p style="text-align: center;">Systematic Planner</p> <input type="checkbox"/> Exceeds Expectation (3) <input type="checkbox"/> Meets Expectation (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> No Opportunity to Judge
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<p style="text-align: center;">Instructional Leader</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exceeds Expectation (3) <input type="checkbox"/> Meets Expectation (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> No Opportunity to Judge 	<p style="text-align: center;">Decision Maker</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exceeds Expectation (3) <input type="checkbox"/> Meets Expectation (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> No Opportunity to Judge
<p style="text-align: center;">Effective Communicator</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exceeds Expectation (3) <input type="checkbox"/> Meets Expectation (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> No Opportunity to Judge 	<p style="text-align: center;">Reflective Practitioner</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exceeds Expectation (3) <input type="checkbox"/> Meets Expectation (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> No Opportunity to Judge

<p style="text-align: center;">Action Researcher</p> <input type="checkbox"/> Exceeds Expectation (3) <input type="checkbox"/> Meets Expectation (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> No Opportunity to Judge	<p style="text-align: center;">Effect on Student Learning</p> <input type="checkbox"/> Exceeds Expectation (3) <input type="checkbox"/> Meets Expectation (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> No Opportunity to Judge
<p style="text-align: center;">Classroom Management</p> <input type="checkbox"/> Exceeds Expectation (3) <input type="checkbox"/> Meets Expectation (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> No Opportunity to Judge	<p style="text-align: center;">Diverse Learners</p> <input type="checkbox"/> Exceeds Expectation (3) <input type="checkbox"/> Meets Expectation (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> No Opportunity to Judge

General Comment(s):

Evaluation Worksheet

Directions: Using the attached worksheet, score your candidate on each indicator and use the cumulative data to prepare a narrative summary on each of the five program outcomes and the two domains relating to classroom management and diverse learners.

Scoring Rubric:

3 Exceeds Expectation	Performance is consistently superior in all areas
2 Meets Expectation	Performance is consistently average and periodic checks will be needed during the initial stages of independent teaching.
1 Needs Improvement	Performance is consistently less than adequate. Students will need considerable improvement in all areas of performance.
No Opportunity of Judge	Performance has not been assessed

Program Outcome: Effective Communicator	ES (3)	MS (2)	NI (1)	NOJ
Indicators				
Models good verbal and non-verbal speaking, listening, and writing.				
Notes and interprets non-verbal cues and messages (may vary with students).				
Works with students to develop fluency and speaking, and writing effectively.				
Relates student experiences to speaking, writing, and reading processes.				
Understanding language development and relationship to thinking, speaking, writing, and reading.				
Utilizes a variety of approaches to communicate with students, parents, and colleagues, listening, writing, reading, e-mail, drawing, and acting.				
Accesses computer software, Internet, video, music, art, models, graphics, other media and devices to communicate concepts for student learning.				
Adapts communication mode and teaching strategy to student learning style and level of proficiency.				
Encourages student expression through active inquiry and supportive interaction in the classroom.				
Presents information and directions clearly and concisely.				
Responds to questions in multiple ways according to the objectives.				
Asks questions clearly and allowing wait time and positive reinforcement.				
Listens empathetically, may restate for clarification and to verify speaker was heard.				
Works effectively in instructional teams.				

Program Outcome: Systematic Planner	ES (3)	MS (2)	NI (1)	NOJ
Indicators				
Plans instruction based on subject knowledge, student needs, and goals.				
Develops long and short-term plans.				
Applies knowledge of curriculum development, subject content, student development, and learning theory to planning.				
Makes curriculum decisions based on student strengths and errors.				
Connects curriculum with student experiences and community context.				
Links concepts to student experiences and knowledge.				
Creates learning activities based on student knowledge and proficiency level.				
Presents curriculum through interdisciplinary activities (e.g., a civil war newspaper).				
Accommodates different learning styles.				
Participates in team planning.				
Evaluates curriculum materials and resources.				
Understands relationship of assessment and planning.				

Program Outcome: Reflective Practitioner	ES (3)	MS (2)	NI (1)	NOJ
Indicators				
Reflects on daily teaching practices.				
Knows when and how to adjust plans (e.g., reflective evaluation and unexpected input.)				
Considers the physical, cognitive, social, emotional, and moral development of the student to individualize the instruction.				
Applies learning theories and knowledge of human development to the teaching-learning process.				
Utilizes knowledge of development stages (e.g., Piaget, Erickson), to plan lessons and select teaching strategies and activities.				
Connecting lesson to individual students experiences, cultural background and family/community environment.				
Chooses from multiple teaching and learning strategies to help diverse learners comprehend and perform.				
Helps students to integrate and relate knowledge from different sources into their own frames of reference.				
Employs feedback from diverse sources (e.g., formal and informal assessments) students and parent responses and behavior.				

Program Outcome: Decision Maker	ES (3)	MS (2)	NI (1)	NOJ
Indicators				
Considers the physical, cognitive, social, emotional, and moral development of the student to individualize the instruction				
Applies learning theories and knowledge of human development to the teaching-learning process				
Helps students to integrate and relate knowledge from different sources into their own frames of reference				
Connecting lessons to individual student experiences, cultural background and family/community environment				
Chooses from multiple teaching and learning strategies to help diverse learners comprehend and perform				
Employs feedback from diverse sources (e.g., formal and informal assessments) student and parent responses, and behavior				
Helps students to integrate and relate knowledge from different sources				

Program Outcome: Instructional Leader	ES (3)	MS (2)	NI (1)	NOJ
Indicators				
Creates classroom environment to promote active learning				
Engages students in cooperative learning, discovery, activities, group discussion, independent study, computer assisted learning.				
Organizes the class using multiple types of groups for different objectives.				
Applies principles of classroom management.				
Manages time (time on task) and space effectively, encouraging student to do the same.				
Promotes responsibility, participation, and respect for others, the environment and class rules.				
Uses multiple resources and teaching materials.				
Utilizes multimedia and technology for student learning.				
Values flexibility to adapt student interest.				
Provides for students' choices by reflecting on consequences.				
Involves students by encouraging critical thinking and problem solving.				
Encourages student use of questioning and investigation.				
Implements strategies to develop student self-motivation.				
Select training strategies compatible with goals and objectives.				
Expresses enthusiasm for the students and the subject.				
Consults with parents, colleagues, and students for feedback, ideas, and concerns.				
Conducts action research and applies results to planning and teaching.				
Conducts multiple types of assessments in diverse formats.				
Maintains records and evidence of progress (e.g., work samples).				

Program Outcome: Action Researcher	ES (3)	MS (2)	NI (1)	NOJ
Indicators				
Plans activities to help students develop a deeper understanding of the content being learned				
Apply learning strategies to classroom situations				
Uses action research as a form of professional development				
Uses action research to improve teacher practice and student learning				
Engages collaboratively in reflective dialogue that causes them to look thoughtfully and critically at their teaching practices				
Demonstrates an openness and willingness for action research				
Understands how to use information from action research to inform practice				
Domain: Classroom Management	ES (3)	MS (2)	NI (1)	NOJ
Indicators				
Begins instruction promptly.				
Provides transitions to minimize loss of instructional time.				
Systematizes classroom rules and routines to maximize learning time.				
Practices proactive management strategies.				
Establishes clear, appropriate expectations for learner behavior.				
Applies rules consistently to all learners.				
Actively monitors learner behavior in the class.				
Uses positive and/or negative reinforcement to promote productive behavior.				
Uses acceptable language and acceptable ethical procedures for managing learner behavior.				

Domain: Diverse Learners	ES (3)	MS (2)	NI (1)	NOJ
Indicators				
Uses the cultural backgrounds for students to develop a supportive environment.				
Helps learners to accept diversity and the contribution of different ethnic groups.				
Corrects stereotyped statements or ideas expressed by learners.				
Includes learning experiences to help learners examine their own stereotypes of ethnic groups.				
Establishes and maintains rapport with learners.				
Establishes realistically high expectations for all learners.				
Provides ample time for all learners to respond.				
Exhibits courtesy in interaction with all learners.				
Provides individuals or group assistance to learners.				
Demonstrates a sense of efficacy.				

Domain: Effect on Student Learning	ES (3)	MS (2)	NI (1)	NOJ
Indicators (Please include and evaluate assessment types that are used)				

Science Content Proficiency	ES (3)	MS (2)	NI (1)	NO J
Indicators				
Conveys the evolution of current scientific practices.				
Delineates between science and technology				
Examines core scientific values while addressing preconceived beliefs about scientific concepts.				
Engages students in the critical exploration of scientific inquiry (i.e. application of action research lesson plan)				
Demonstrates and understanding of legal and ethical responsibilities of science teachers (i.e. discusses or demonstrates proper usage and/or disposal of materials and animal care)				
Includes safety protocols regarding material preparation, use, and disposal of materials during each lab				
Demonstrates an understanding of the proper safety and emergency procedures according to the activity and abilities of the students				

Science in the Community	ES (3)	MS (2)	NI (1)	NO J
Indicators				
Utilize multiple media sources assess community needs and issues as they relate to science (i.e. newspaper, magazines, internet, museums)				
Collaborative identification of community resources that promote science education and the relevance of science to students' life experiences				
Make appropriate connections between community scientific issues and global concerns and events				