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| **Assessment and Evaluation** | **Visit** | **NA NM D M CM** |
| Considers assessment (framework) while constructing lessons | **1 2 3** |  |
| Performs pre-assessment of student’s skills, knowledge, or experience | **1 2 3** |  |
| Has considered /used a variety of assessment strategies & tools | **1 2 3** |  |
| Checks for student understanding during lesson | **1 2 3** |  |
| Discusses assessment practices & results with the CT | **1 2 3** |  |
| Feedback to students is provided in a timely fashion | **1 2 3** |  |
| Identifies students who need assistance during & following lessons | **1 2 3** |  |
| Demonstrates understanding of assessment “as / for / of” learning | **1 2 3** |  |
| Matches assessment strategies to learning outcomes / targets | **1 2 3** |  |
| Student input into assessment development & criteria is practiced/considered | **1 2 3** |  |

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| **Planning and Preparation for Learning** | **Visit** | **NA NM D M CM** |
| Knowledge of subject matter | **1 2 3** |  |
| Familiarity with MB curriculum | **1 2 3** |  |
| Clarity of Lesson Plans | **1 2 3** |  |
| Lessons demonstrate activating, acquiring, and applying strategies of lesson content | **1 2 3** |  |
| Assessment data was considered/used to inform instruction | **1 2 3** |  |
| ICT has been utilized or considered in lesson delivery & for student learning | **1 2 3** |  |
| Necessary lesson resources / materials are utilized and available | **1 2 3** |  |
| Cultural sensitivity/diversity is evident in lessons | **1 2 3** |  |
| Differentiated instruction is evident (ie. MI’s, Learning Styles, abilities, interests) | **1 2 3** |  |

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| **Teacher Candidate:** |  | **Faculty Supervisor:** |  | **Cooperating Teacher:** |  |
| **Date:** |  | **School:** |  | **Grade/Subject:** |  |

**NA – Not applicable –** Area listed is N/A to the lesson under observation

**NM – Not Meeting** – Does not meet expectations in this area for a pre-service teacher in this placement

**M – Meeting** – Usually demonstrates the skill set expected of a pre-service teacher

**D – Developing –** Always demonstrating effort & growth in this area

**CM – Consistently Meeting –** Demonstrates the skill set expected of a pre-service teacher in this placement

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| **Delivery of Instruction** | **Visit** | **NA NM D M CM** |
| Lesson purpose is clearly evident to students | **1 2 3** |  |
| Makes use of teachable moments | **1 2 3** |  |
| Instructions are clear & concise for students | **1 2 3** |  |
| Exemplars have been utilized to enhance student understanding | **1 2 3** |  |
| A variety of instructional strategies is evident during lesson | **1 2 3** |  |
| Student groupings have been considered to enhance learning | **1 2 3** |  |
| Utilizes questioning techniques to enhance learning | **1 2 3** |  |
| Engages students in active thinking during lessons | **1 2 3** |  |
| Demonstrates enthusiasm for teaching | **1 2 3** |  |
| Projects a “teacher presence/voice” during delivery (ie comfortable, confident, etc.) | **1 2 3** |  |
| Has a good command of the spoken and written language used for instruction | **1 2 3** |  |
| Provides closure to lessons | **1 2 3** |  |
| Lesson flow is appropriate (time allotments for activities) | **1 2 3** |  |
| **Classroom Engagement & Environment** | **Visit** | **NA NM D M CM** |
| Classroom is a safe environment where students are engaged in learning | **1 2 3** |  |
| Has the attention of most students prior to beginning a lesson | **1 2 3** |  |
| Confusion is rare with interruptions and transitions skillfully managed | **1 2 3** |  |
| Classroom routines are evident and adhered to | **1 2 3** |  |
| Discusses behavioral expectations & invites student input when applicable | **1 2 3** |  |
| Is consistent, fair & respectful | **1 2 3** |  |
| Practices proactive discipline and manages disruptions well | **1 2 3** |  |
| Fosters positive interactions with students | **1 2 3** |  |
| Maximizes learning time | **1 2 3** |  |
| Expresses high expectations for student behavior & skillfully adheres to them | **1 2 3** |  |
| Expresses high expectations for academic performance | **1 2 3** |  |

**\*\* Note: Many areas require discussion with the teacher candidate & the cooperating teacher as well as observation to assess accurately**

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| **COMMENTS:** | | |
| **Visit 1** | **Visit 2** | **Visit 3 (Spring only)** |
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