

Observation Record – Internship I

Winthrop University – Richard W. Riley College of Education, Sport, and Human Sciences

PLEASE TYPE

Internship I Intern:	Mentor:	Observation date:	<input type="checkbox"/> Announced
			<input type="checkbox"/> Unannounced
Observer: <input type="checkbox"/> Supervisor <input type="checkbox"/> Mentor <input type="checkbox"/> Site-based	Content/Topic:	Lesson Approach:	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Solo Teaching

	ADEPT Domain (competencies below are required to <u>meet</u> expectations of Internship I)	Evaluative Comments (<i>evaluate</i> the candidate's performance based upon the criteria of each ADEPT domain for the observation period AND the overall experience thus far)	This Observation	Overall performance in Internship I thus far
Planning	1.1 Creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards 1.2 Designs, selects, or modifies assessments that are aligned with lesson objectives 1.3 Uses data from formative, diagnostic, and summative assessments to guide instructional planning 1.4 Plans differentiated instruction to address diverse learning needs		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Instruction	2.1 Effectively communicates appropriately challenging expectations to learners 2.2 Differentiates instruction to meet the needs of diverse learners 2.3 Demonstrates a thorough command of the content taught and appropriately addresses learner questions/misunderstandings related to the content 2.4 Measures student mastery by using assessment strategies with established performance criteria 2.5 Provides specific and timely instructional feedback to students pertaining to stated outcomes 2.6 Uses appropriate voice tone and pacing to manage instruction/environment effectively 2.7 Implements strategies that address the needs of learners from diverse cultural and/or linguistic backgrounds		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Environment	3.1 Maintains a physically safe educational environment conducive to learning 3.2 Maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures 3.3 Creates environments that promote positive social interaction and collaboration in the learning environment 3.4 Manages instructional routines and transitions efficiently and in an orderly manner		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Professionalism	4.1 Effectively co-teaches with the mentor teacher 4.2 Establishes professional relationships with school personnel and students 4.3 Demonstrates effective verbal communication that is appropriate for intended audience and uses standard English 4.4 Demonstrates effective external written communication that is appropriate for the intended audience and uses standard English 4.5 Adheres to university/school/district/state rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children 4.6 Demonstrates professional responsibility 4.7 Is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback 4.8 Uses self-reflection to evaluate and improve professional practice		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
	Content <i>(specific competencies vary by program area)</i> <ul style="list-style-type: none"> • Presents content without error in both verbal and written format • Provides meaningful, content-based feedback • Attempts connections with prior learning and/or other content areas 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Specific strengths:	Required actions for improvement:
	Suggested actions for improvement:

Teacher candidate initials the statements below:

_____ I received an explanation of the feedback from this observation during the post-observation conference.

_____ My performance in the experience thus far has been discussed and I understand both my strengths and required actions for improvement.

Date of pre-conference (required for announced observations) _____

Date of post-conference _____

Candidate signature

Observer signature
