

EDSP 4960: Special Education Field Experience
3C. Mentor Teacher Observation Checklist POST MIDTERM

Student Name: _____ Date of Observation: _____

Mentor Teacher: _____ Observation Score: _____ /30

PROFESSIONAL CONDUCT (5 pts.)

1 Point Each

- | | | |
|---|-----|----|
| • Meets punctuality requirements—On time-11:00am | yes | no |
| • Demonstrates respectful and professional clothing, accessories, grooming | yes | no |
| • Demonstrates ethical behavior—prepared, plans, no phone | yes | no |
| • Uses time with mentor teacher productively | yes | no |
| • Demonstrates classroom <i>with-it-ness</i> , positiveness, enthusiasm, initiative | yes | no |

INTERACTION WITH PERSONNEL/STUDENTS (4 pts.)

- | | | |
|--|-----|----|
| • Initiates/assists with classroom instruction | yes | no |
| • Initiates contact with students; engages instructionally | yes | no |
| • Addresses needs of students—reinforces, redirects, rehearses | yes | no |
| • Frequent academic/behavioral feedback stated specifically and personally | yes | no |

COMMUNICATION (2 pts.)

- | | | |
|--|-----|----|
| • Demonstrates correct written and oral communication skills | yes | no |
| • Maintains professional tone, volume, dispositions | yes | no |

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INSTRUCTIONAL OBSERVATION*

LESSON INTRODUCTION (4 pts.)

1 Point Each

- | | | |
|--|-----|----|
| • States lesson objective, lesson rationale and references SC CCRS | yes | no |
| • Connects the lesson objective to prior knowledge, real-life application | yes | no |
| • Provides a motivating/attention getting activity relevant to the content | yes | no |
| • Clearly states and precorrects behavioral expectations for the lesson | yes | no |

DEMONSTRATION (5 pts.)

- | | | |
|--|-----|----|
| • Presents information accurately, behaviorally | yes | no |
| • Explains and demonstrates thinking and problem solving and models the skill/strategy | yes | no |
| • Provides adequate number of demonstration examples (2+) | yes | no |
| • Instructional activities and content motivate student performance | yes | no |
| • Demonstrates professional presentation skill/technology | yes | no |

GUIDED PRACTICE (4 pts.)

- | | | |
|--|-----|----|
| • Provides multiple opportunities for practice, rehearsal of skills (2+) | yes | no |
| • Offers multiple opportunities for students to respond, provides <i>rich</i> academic feedback and error correction | yes | no |
| • Questioning strategies are effective (e.g., wait/think-time) | yes | no |
| • Monitors student understanding using a variety of question types (2+) | yes | no |

INDEPENDENT PRACTICE (3 pts.)

- There is evidence that the students are ready for independent practice and the independent practice is independent yes no
- Student learning is measured with an *independent* activity and a sufficient number of independent trials yes no
- Utilizes student performance data for instructional decision making yes no

LESSON CLOSURE (3 pts.)

- Provides a content review/summary of activities/application of the skill yes no
- Engages students in performing the skills learned, functionally yes no
- Engages students in a review activity/game yes no

Total _____/30

Areas of Strength:

1.

2.

3.

Areas to Grow:

1.

2.

3.