

# EDSP 4960: Special Education Field Experience

## 2C. University Supervisor Observation Checklist #3

Student Name: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Observation Score: \_\_\_\_\_ /45

### **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 (5 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 |
| • Describes the lesson outline, schedule, and/or outcome of instruction    | yes | no |

### **DEMONSTRATION (6 pts.)**

- |  |     |    |
|--|-----|----|
| • Presents information accurately, behaviorally  | yes | no |
| • Models the <b>skill/strategy</b> and demonstrates thinking and problem solving and uses think-aloud, self-questioning/analysis and reflection  | yes | no |
| • Provides adequate number of demonstration examples (2+)  | yes | no |
| • Uses evidence-based practices to support instruction (e.g., graphic organizers, content enhancements, study skills, visuals support, learning strategies, manipulatives, instructional arrangements, peer-peer, co-teaching, etc.) | yes | no |
| • Content and instructional activities motivate student performance (e.g., on task, asking questions)  | yes | no |
| • Demonstrates professional presentation skills/technology   | yes | no |

### **GUIDED PRACTICE (5 pts.)**

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

**INDEPENDENT PRACTICE (3 pts.)**

**1 Point each**

- 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

**ENVIRONMENTAL MANAGEMENT (6 pts.)**

- Actively supervises learning and behavior (e.g., redirects, rehearses, reinforces, reviews) yes    no
- Maintains and reinforces high level of on-task behavior yes    no
- Frequent positive and corrective feedback stated specifically and personally yes    no
- Follows through on stated behavioral expectations, rules/consequences consistently yes    no
- Maintains an appropriate instructional pace for the lesson and learners yes    no
- Lesson materials are adequate and have purpose relative to the objective yes    no

**ASSIGNMENT CHECK-IN (1 pt.)**

- Weekly Planning is aligned with Semester-week Plan yes    no

**POST CONFERENCE MEETING (5 pts.)**

- Candidate takes notes from supervisor's evaluation yes    no
- Candidate reports student performance during independent practice yes    no
- Candidate provides a summary of each lesson part yes    no
- Candidate states lesson strengths proposes enhancements yes    no
- Candidate lists/restates needed improvements and proposes strategies yes    no
- FINAL EVAL #4 is scheduled for \_\_\_\_\_

**Total \_\_\_\_\_/45**

**Areas of Strength:**

- 1.
- 2.
- 3.

**Areas to Grow:**

- 1.
- 2.
- 3.