

EDSP 4960: Special Education Field Experience 2D. University Supervisor Observation Checklist #4

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 skill/strategy 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>rich</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 <i>independent</i> 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 |

Total _____/45

Areas of Strength:

1.

2.

3.

Areas to Grow:

1.

2.

3.