**WCU Internship II Observation Form**

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| Teacher: Observer: Number of Students:  | Date: Class Observed: Time began: Time ended:  |
| Lesson Topic:  |
| **NCSCOS Standard(s) Addressed** | **Lesson Objective(s)** |
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***Comments related to the major competencies expected of WCU interns***

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| **PROFESSIONALISM** | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] *Developing (2)* | [ ] *Emerging (1)* |
| Expectations: *Candidate demonstrates high ethical standards and upholds the Code of Ethics for NC Educators and the Standards for Professional Conduct. The candidate is present, punctual, and engaged. The candidate maintains a positive demeanor and serves as a positive role-model. Trustworthy. Maintains confidentiality. The candidate easily builds and maintains positive interpersonal relationships. The candidate models cultural responsiveness and consistently demonstrates emotional and social self-control. Collaborates effectively. Effective communication styles are employed at all times. Engages in appropriate decision-making. Professional appearance is a model for others. Overall consistent professionalism throughout the semester.* |
| Comments: |
| **PREPAREDNESS** | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] *Developing (2)* | [ ] *Emerging (1)* |
| Expectations: *Consistently prepared and accountable. Lesson plans submitted on time. Plans submitted to CE, FS, and AS at least 2 days prior to observation. All instructional materials prepared in advance and ready-to-use for lessons.*  |
| Comments: |
| **PLANNING & INSTRUCTIONAL EXPERTISE** | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] *Developing (2)* | [ ] *Emerging (1)* |
| Expectations: *Consistent, quality planning and instruction. Plans meet program-specific requirements, and are clear and thorough. Develops and applies innovative instructional strategies, based on Standards, in order to make the curriculum balanced, rigorous and relevant. Demonstrates a high level of content knowledge throughout student teaching. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity. Uses materials and methods that counteract stereotypes and acknowledges the contribution of all cultures. Incorporates different points of view and a variety of instructional methods. Integrates effective literacy instruction throughout the curriculum and across content areas, 21st century skills and content, and technology. Helps students develop critical thinking and problem-solving skills. Helps student work collaboratively.* |
| Comments: |
| **CLASSROOM CLIMATE AND CULTURE**  | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] *Developing (2)* | [ ] *Emerging (1)* |
| Expectations: *Consistent, quality performance related to classroom climate and culture. Maintains a safe and orderly classroom that facilitates learning. Uses positive management of student behavior. Establishes positive, nurturing relationships with students within a positive, nurturing learning environment. Conveys high expectations of every student. Communicates effectively with all students. Encourages and supports students to articulate thoughts and ideas clearly and effectively.* |
| Comments: |
| **EVALUATION/ASSESSMENT** | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] *Developing (2)* | [ ] *Emerging (1)* |
| Expectations: *Consistent, quality evaluation and assessment. Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills, and dispositions. Uses data to provide ideas about what can be done to improve students’ learning.* |
| Comments: |
| **IMPACT OF STUDENT LEARNING**  | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] *Developing (2)* | [ ] *Emerging (1)* |
| Expectations: *Consistent, positive impact on student learning. Implements and adheres to policies and practices positively affecting students’ learning. Cooperation with specialists and use of resources to support the special needs of all students. Frequently uses research-verified strategies to provide effective learning activities for students with special needs.* |
| Comments: |
| **REFLECTION** | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] Developing (2) | [ ] Emerging (1) |
| Expectations: *Consistent, quality reflection. Meets program-specific reflection guidelines. Candidate thinks systematically and critically about student learning and about themselves as a developing teacher. Investigates and considers approaches to improve teaching and learning. Adapts practice based on data.* |
| Comments:  |
| **OVERALL RATING**  |
| **Areas of Future Focus** |