**WCU Internship I Observation Form**

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| Teacher: Observer: Number of Students:  | Date: Class Observed: Time began: Time ended:  |
| Overview:  |
| Description of Lesson:  |
| **NCSCOS Standard(s) Addressed** | **Lesson Objective(s)** |
|  |  |

***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** | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] *Developing (2)* | [ ] *Emerging (1)* |
| Expectations: *The intern aligns instruction with the Common Core State Standards and NC Essential Standards and integrates 21st Century learning skills with academic content. Consistent, quality planning. Plans meet program-specific guidelines.* |
| 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, when given the opportunity. Conveys high expectations of every student. Uses a variety of methods to communicate these expectations.* |
| Comments: |
| **INSTRUCTION** | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] *Developing (2)* | [ ] *Emerging (1)* |
| **One of the most important factors in student learning is Academic Learning Time (ALT), “the time a student spends engaged with a task he or she finds meaningful.”**Expectations: *Consistent, quality instruction. Instruction is engaging and typically reflects best practice. Candidate delivers accurate content. Aligns lessons with the North Carolina Standard Course of Study/Common Core Standards. Instruction encourages diversity in the school community and the world. Utilizes a variety of materials and lesson formats. Encourages student curiosity, instructs in ways that meet the needs of all students and that develop critical thinking and 21st century skills.* |
| Comments: |
| **EVALUATION/ASSESSMENT** | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] *Developing (2)* | [ ] *Emerging (1)* |
| Expectations: *Consistent, quality evaluation. When given the opportunity, uses a variety of formative and summative indicators to monitor and evaluate student learning. Considers students’ progress towards 21st century skills. Frequently considers ways evaluation data could shape and drive instruction.* |
| Comments: |
| **IMPACT OF STUDENT LEARNING**  | [ ] Accomplished (4) | [ ] Proficient (3) | [ ] *Developing (2)* | [ ] *Emerging (1)* |
| Expectations: *Consistent, positive impact on student learning. Follows policies and practices positively affecting students’ learning. Cooperates with specialists in ways appropriate to program/teaching field/needs of students. 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** |