# Generic Intern Observation Checklist

<table>
<thead>
<tr>
<th>Date: __________</th>
<th>Subject: __________</th>
<th>Activity: __________</th>
<th>Setting: __________</th>
<th># of Students: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern: __________</td>
<td>MT: __________</td>
<td>Field Instructor: __________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P/ Present</th>
<th>E/ Exceeds Expectation</th>
<th>N/ Needs Strengthening</th>
<th>NA/ Not applicable</th>
</tr>
</thead>
</table>

## Lesson Planning

- Lesson plan completed and reviewed prior to instruction
- Evidence of advance preparation and lesson organized (materials ready)
- Lesson appropriate for age, grade, ability

### Lesson Opening:

- Signals and gains attention of students
- States goals, sets purpose
- Activates background knowledge (personal connection to student)
- Reviews and makes connections to prior learning

### Lesson Components: Presentation/Guided Practice/Individual Practice/Closing

- Gives clear directions and explanations
- Sets warm and positive tone
- Uses "think aloud" to make visible language, practices, processes
- Models learning strategies
- Checks for understanding
- Uses appropriate pacing and flow for lesson
- Connects concepts and ideas
- Provides variety of student learning structure
  - ♦ Individual
  - ♦ Partners
  - ♦ Groups
  - ♦ Projects
- Provides opportunity for transfer of control/apprenticeship/active student involvement
- Uses appropriate audio, visual, technology equipment
- Uses guided practice to actively monitor student understanding of lesson
- Uses independent practice to monitor student understanding of lesson
- Uses assessment to monitor and adjust lesson
- Provides adequate time for closing:
  - ♦ student closure
  - ♦ teacher summarization
  - ♦ connect lesson to future learning
  - ♦ assessment

## Creating and Managing Classroom Learning Community:

- Maintains classroom routine (e.g. greets students, attendance, seating chart, daily reports)
- Uses firm, confident voice and posture
- Professional appearance
- Uses specific praise appropriately to motivate and to provide feedback
- Uses preventive measures/controls
  - ♦ Nonverbal signals/cues
    - "Teacher look"/hand signals/proximity/mobility/visibility
  - ♦ Verbal cues/signals
    - Specific praise statements/"broken record"/restatement of rules
- Moves and positions self to effectively support lesson/activity
- Implements appropriate & effective consequences/rewards