

Observation Record – Internship II
Winthrop University – Richard W. Riley College of Education

Internship II Intern:	Mentor:	Observation date:	<input type="checkbox"/> Announced <input type="checkbox"/> Unannounced
Observer: <input type="checkbox"/> Supervisor <input type="checkbox"/> Mentor <input type="checkbox"/> Site-based	Content/Topic:	Lesson Approach: <input type="checkbox"/> Co-Teaching <input type="checkbox"/> Solo Teaching	

ADEPT Domain (competencies below are <i>required</i> to <u>meet</u> expectations of Internship II)		Evaluative Comments (evaluate the candidate's performance based upon the criteria of each ADEPT domain for the observation period AND the overall experience thus far)	This Observation	Overall performance in Internship II thus far
Planning	1.1 Creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
	1.2 Designs, selects, or modifies multiple assessments that are aligned with lesson objectives			
	1.3 Uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning			
	1.4 plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression			
	1.5 Plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs			
Instruction	2.1 Effectively communicates appropriately challenging expectations to learners		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
	2.2 Helps learners assume responsibility for their own learning			
	2.3 Differentiates instruction to meet the needs of diverse learners			
	2.4 Demonstrates a thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content			
	2.5 Implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences			
	2.6 Measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria			
	2.7 Effectively uses summative assessment strategies to determine mastery of learning and communicates results to students			
	2.8 Implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking			
	2.9 Provides specific and timely instructional feedback to students pertaining to stated outcomes			
	2.10 Facilitates safe and appropriate <i>learner use</i> of digital tools for problem solving, conducting research, and creative expression			
	2.11 Uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction /environment effectively			
	2.12 Implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds			

Environment	3.1 Creates and maintains a safe educational environment that is conducive to learning		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	3.2 Maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	3.3 Creates environments that promote positive social interaction and collaboration in the learning environment		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
	3.4 Implements proactive classroom management strategies that promote positive behaviors and active engagement		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
Professionalism	4.1 Collaborates with caregivers and school professionals to enhance student learning		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	4.2 Maintains professional relationships with school personnel and students		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	4.3 Is a participant in school initiatives and supports school-related organizations and activities		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	4.4 Demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	4.5 Demonstrates effective external written communication that is appropriate for the intended audiences and uses standard English		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	4.6 Adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues of children		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
	4.7 Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
	4.8 Is receptive to and incorporates professional learning and constructive feedback from school and university professionals		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
	4.9 Uses self-reflection to evaluate and improve professional practice		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
Content	(specific competencies vary by program area)		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	<ul style="list-style-type: none"> • Presents content without error in both written and oral format • Provides meaningful, content-based feedback • Teaches for transfer by connecting to prior learning and other content area • Masters content to accurately address student questions and address misconceptions 		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory

Specific strengths:	Required actions for improvement:
	Suggested actions for improvement:

Teacher candidate initials the statements below:

- _____ I received an explanation of the feedback from this observation during the post-observation conference.
- _____ My performance in the experience thus far has been discussed and I understand both my strengths and required actions for improvement.

Date of pre-conference (required for announced observations) _____

Date of post-conference _____

Candidate signature _____ Observer signature _____