**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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Not Meeting Expectations (N)</th>
<th>Beginning (B)</th>
<th>Developing (D)</th>
<th>Achieving (A)</th>
<th>Exceeding (E)</th>
<th>Not Observed/Not Applicable (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N) (B) (D) (A) (E) (NA)</td>
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</tbody>
</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
- Connections 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

**Comments:**