

Missouri State University Pre-Scheduled Observation Worksheet (Optional)

Intern _____ Date _____ School _____

Subject _____ Grade _____ Start/FinishTime _____

Co-Teaching Model:

Role of Intern _____ Role of Master Teacher _____

The Pre-observation form should be completed by the intern and **sent electronically to the Observer/Evaluator by 6:00 p.m. the day before the lesson**. The information will be used by the evaluator to gain insight into the intern's understanding regarding lesson planning and may be used to document the criteria for evaluation.

What information do you have about these students that will guide your lesson design?

Experience with subject matter -

Language proficiency -

Social/emotional development –

Social dynamics of class -

Select **three** Quality Indicators/Descriptors from the MEES "Sweet 16" for the observation's focus.

Quality Indicator # and Descriptor:

Evidence:

Observable Data:

Quality Indicator # and Descriptor:

Evidence:

Observable Data:

Quality Indicator # and Descriptor:

Evidence:

Observable Data:

Are there any special circumstances of which the Evaluator should be aware? Is there any behavioral information about specific students that needs to be known? Do you have any concerns about student behavior?

Are there any events beyond the classroom experience that might affect the students today?

Are there any aspects of the lesson about which you are unclear?

What teaching behaviors would you especially like monitored?

Do you have any questions or topics you would like to discuss before or after the observation?

Missouri State University Scheduled Observation Lesson Plan (Optional)

Intern: _____ Date: _____ Grade _____

Subject: _____ Lesson Title: _____

Content Standard (write out):

Learning Goal(s) (align to content standard):

Objective(s):

What teacher content knowledge do you need to know to implement the lesson?

How will you differentiate the teaching and assessment for a high student?

How will you differentiate the teaching and assessment for a low student?

What is one management strategy you plan to use?

<p>Introduction activities: Engage: How will you invite students to learn, establish the “need to know,” and activate prior knowledge?</p>	
<p>Explore: What is the sequence of lesson elements/learning activities so students acquire knowledge?</p>	
<p>Explain: How will students share ideas and how will you clarify?</p>	
<p>Elaborate: How will you deepen the learning?</p>	
<p>Evaluate: How do you know they know?</p>	<p>Item/s Collected:</p> <p>Criteria for Measurement</p>

<p>Highlight all that apply addressing learning styles, multiple intelligences, and brain-compatible strategies used</p>	<p>Kagan structure graphic organizer technology visuals manipulatives brainstorming/discussion game experiment literacy strategy problem solving global awareness career seeds music/rhythm/rhyme writing drawing/artwork vocalizations multicultural link movement mnemonic device differentiations</p>

1. You are expected to self-evaluate after every teaching opportunity. Ask yourself:
 - “Did I demonstrate the teaching and management skills necessary for all children to learn?” What skills do I need to continue to develop?”
 - “Did I display the dispositions that encourage all the children to be drawn into the learning community?” What dispositions do I need to continue to cultivate?”
 - “Did all the children construct knowledge and/or develop skills that were new to them?” “How do I know?” “What evidence do I have to support my answer?”
 - Look at work collected. Do you see any error patterns? What types of errors are you seeing? Did students run out of time? Was the same error made by many students?

2. For a scheduled observation, you can also reflect using the form that follows:

Missouri State University Scheduled Observation Reflection (Optional)

Intern: _____ Date: _____

Reflection – complete after teaching										
General Impression of the lesson and performance as a teacher on a scale of 1 – 10 with 10 being high and 0 being low										
0	1	2	3	4	5	6	7	8	9	10
Rating: _____ Reason for your rating (Strengths of the Lesson): 										
Make a comparison between the different aspects of what you remember from teaching the lesson and what was desired as determined in your planning phase. How did it go compared to what you expected?										
Specifically, how did you positively influence student learning to ensure high levels of achievement among all students? Your statement should include how you addressed the context - - accommodations/modifications. What were some things you did to influence the outcome of the experience?										
If you could reteach this lesson, what modifications would you make? What would you do differently next time?										

- In addition to self-evaluation, you are encouraged to seek informal feedback from your Teacher-in-Residence and Master Teacher. It is your responsibility to tactfully ask for feedback. Feedback is key to your growth. Ask for direction in developing your knowledge, skills, dispositions and impacts on student learning. Seek ways to differentiate instruction to meet the needs of your students.
- You will add your ELE 500 experience to the **Task Stream Clinical Log for ELE 500**. You will address diversity, technology, and three items from the Public Affairs Mission. Your Internship Director will check/approve

these entries for Transition Point Two. This information is required to progress to the next semester of the program. Transition Point Two **must be completed to continue on in the internship.**