EEX 4842 PRACTICUM 1

Observations, Comments, and Signatures

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| --- | --- |
| Student: | Semester/Year |
| Evaluator(s): | Site: |

RATING SCALES 5 - Far Exceeds expectation, 4 - Exceeds expectation, 3 - Meets expectation, 2 - Below expectation, 1 - Unsatisfactory

E – Exceeds expectations M – Meets expectations D – Does not meet expectations

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| --- | --- | --- | --- | --- | --- |
| INDICATORS | OBS 1 US  Date: | OBS 2 CT  Date: | OBS 3 US  Date: | OBS 4 CT  Date: | OBS 5 US  Date: |
| 1) Teacher is in Instructional Mode  FAU Indicators:   1. Uses students’ names 2. Requires student involvement throughout activity 3. Paces activities to meet student needs 4. Is alert and attentive 5. Communicates expectations to students 6. Promotes student responsibility and independence 7. Orients students and maintains student focus 8. Plans to insure students’ meet instructional goals/objectives 9. Efficiently uses class time 10. Transitions smoothly from one task to another 11. Organizes materials and makes use of instructional aides in a non-distracting matter 12. Communicates attitude of enthusiasm 13. Uses model-lead-test procedure as appropriate   FEAP Indicator:  (A)2.a Organizes, allocates, and manages the resources of time, space, and attention; | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D |
| 2) Activities Prior to Instruction  FAU Indicators:   1. See/hear instructional sequence 2. Physical setup accommodates students’ needs 3. Materials are prepared and readily available   FEAP Indicator:  (A)2.h Adapts the learning environment to accommodate the differing needs and diversity of students | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D |
| 3) Initial Instruction  FAU Indicators:   1. Begins lesson by gaining attention 2. Sets standards for performance and behavior 3. Established clear purpose of lesson and rationale 4. States/defines skills, rules, concepts 5. Gives appropriate examples 6. Asks questions to check for understanding 7. Emphasizes important points 8. Task analyzes from easy to hard 9. Modifies content for individual needs   FEAP Indicators:  (A)2.c Conveys high expectations to all students  (A)1.b Sequences lessons and concepts to ensure coherence and required prior knowledge | 5 4 3 2 1  E M D  E M D | 5 4 3 2 1  E M D  E M D | 5 4 3 2 1  E M D  E M D | 5 4 3 2 1  E M D  E M D | 5 4 3 2 1  E M D  E M D |
| 4) Questioning/ Feedback  FAU Indicators:   1. Utilizes appropriate questioning techniques 2. Provides appropriate feedback to student response 3. Uses effective praise or other reinforcement 4. Provides instructional correction procedure   FEAP Indicators:  (A)3.i Support, encourage, and provide immediate and specific feedback to students to promote student achievement  (A)3.j Utilize student feedback to monitor instructional needs and to adjust instruction | 5 4 3 2 1  E M D  E M D | 5 4 3 2 1  E M D  E M D | 5 4 3 2 1  E M D  E M D | 5 4 3 2 1  E M D  E M D | 5 4 3 2 1  E M D  E M D |
| 5) Prompting  FAU Indicators:   1. Gives students clear instructions 2. Gives students materials appropriate to their levels 3. Guides students through early stages of practice 4. Monitors students during practice 5. Circulates among students; dividing time as needed 6. Solicits and/or answers students questions 7. Checks student work for accuracy/mastery 8. Provides positive and informative feedback 9. Provides “waiting” students with appropriate tasks 10. Provides task to maintain skills 11. Provides summary/review of progress to each students by the end of the session   FEAP Indicators:  (A)2.e Models clear, acceptable, oral and written communication skills (A)2.i Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.  (A)3.g Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding | 5 4 3 2 1  E M D  E M D  E M D | 5 4 3 2 1  E M D  E M D  E M D | 5 4 3 2 1  E M D  E M D  E M D | 5 4 3 2 1  E M D  E M D  E M D | 5 4 3 2 1  E M D  E M D  E M D |
| 6) Independent Practice  FAU Indicators:   1. Gives students clear instructions 2. Gives students materials appropriate to their levels 3. Checks student work for accuracy/mastery 4. Provides informative feedback   FEAP Indicator: NONE | 5 4 3 2 1 | 5 4 3 2 1 | 5 4 3 2 1 | 5 4 3 2 1 | 5 4 3 2 1 |
| 7) Performance Data Collection  FAU Indicators:   1. Sets criteria, collects data, and monitors progress toward mastery task 2. Evaluates lessons and documents results and decisions 3. Modified subsequent lessons based on student performance   FEAP Indicator:  (A)3.h Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D |
| 8) Management of Student Behavior  FAU Indicators:   1. Specifies, explains and consistently enforces rules 2. Uses prompts to encourage positive behavior 3. Simultaneously attends to multiple activities 4. Gives short, clear directions 5. Redirects students to task   FEAP Indicator:  (A)2.b . Manages individual and class behaviors through a well-planned management system | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D | 5 4 3 2 1  E M D |
| 9) Notebook/Organized   * Organizes and maintains notebook   FEAP Indicator: NONE | 5 4 3 2 1 | 5 4 3 2 1 | 5 4 3 2 1 | 5 4 3 2 1 | 5 4 3 2 1 |

Practicum 1 SUMMARY

FAU Indicators

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| 1. Teacher is in Instructional Mode | 5 4 3 2 1 |
| 1. Activities Prior to Instruction | 5 4 3 2 1 |
| 1. Initial Instruction | 5 4 3 2 1 |
| 1. Questioning/ Feedback | 5 4 3 2 1 |
| 1. Prompting | 5 4 3 2 1 |
| 1. Independent Practice | 5 4 3 2 1 |
| 1. Performance Data Collection | 5 4 3 2 1 |
| 1. Management of Student Behavior | 5 4 3 2 1 |
| 1. Notebook/Organized | 5 4 3 2 1 |

FEAP Indicators

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| (A)2.a Organizes, allocates, and manages the resources of time, space, and attention; | E M D |
| (A)2.h Adapts the learning environment to accommodate the differing needs and diversity of students | E M D |
| (A)2.c Conveys high expectations to all students | E M D |
| A)1.b Sequences lessons and concepts to ensure coherence and required prior knowledge | E M D |
| A)3.i Support, encourage, and provide immediate and specific feedback to students to promote student achievement | E M D |
| (A)3.j Utilize student feedback to monitor instructional needs and to adjust instruction | E M D |
| (A)2.e Models clear, acceptable, oral and written communication | E M D |
| (A)2.i Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | E M D |
| (A)3.g Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding | E M D |
| (A)3.h Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students | E M D |
| (A)2.b . Manages individual and class behaviors through a well-planned management system | E M D |

* Adequate Progress (Please place a check in the box)
* Summary Comments:

Signatures: Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date

Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date