



**Department of Education
Intern Observation Report**

Intern Alanna Gaylord **Program** Art Education **Site** Albert D Lawson Middle School, Essex Junction **Observer** Erika White

CURRICULUM/PLANNING

Performance Indicator	Area for Concerns	Approaches Standard	Meets Standard	Rating	Comments
The candidate demonstrates an understanding of content pedagogy through the development of a lesson(s)/unit with appropriate standards, grade level expectations, and educational objectives in order to make the discipline accessible and meaningful. (InTASC 4 and 7)	The candidate's standards, grade level expectations, and educational objectives are unclear/inappropriate and demonstrate a misunderstanding of the content /discipline	The candidate's standards, grade level expectations, and educational objectives are somewhat appropriate in order to select content activities that make the learning accessible and meaningful	The candidate's standards, grade level expectations, and educational objectives demonstrate a clear understanding of content pedagogy in order to create content specific learning experiences that make the discipline accessible and meaningful	3	-Lesson plans are thoughtful and well crafted for middle school students. -Art content is presented in a clear, concise way that students understand.
The candidate uses an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design developmentally appropriate and challenging learning experiences. (InTASC 1)	The candidate's learning experience does not take into account the developmental level of the learners (cognitive, linguistic, social, emotional or physical areas) and is not appropriate or challenging.	The candidate demonstrates an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) and can select appropriate and challenging learning experiences.	The candidate demonstrates an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) and can design and assess appropriate and challenging learning experiences.	3	-Lessons are age appropriate. -Students are engaged and excited about their work.
The candidate demonstrates an understanding of individual and population group differences, issues of diversity including learner's prior knowledge, needs, background or interest in order to design inclusive learning experiences that maintain high expectations for all learners. (InTASC 2)	The learning experience(s) demonstrate little or no understanding of individual and group differences, issues of diversity including the students' prior knowledge, needs, background, and interests.	The candidate demonstrates a clear understanding of individual and population group differences, issues of diversity including learner's prior knowledge, needs, background or interest and is able to select/apply inclusive learning experiences that maintain high expectations for all learners.	The candidate demonstrates a clear understanding of individual and population group differences, issues of diversity including learner's prior knowledge, needs, background or interest and is able to design/assess inclusive learning experiences that maintain high expectations for all learners.	3	-Written lesson plan accounts for various types of learners.

The candidate evaluates and modifies instructions resources and curricular materials based on their comprehensiveness, accuracy and appropriateness for her/his students, and uses supplementary resources and technologies as available and appropriate to ensure accessibility and relevance for all students. (InTASC 4)	The candidate demonstrates little or no understanding of the effective and appropriate use of resources to support or enhance instruction and there is little or no use of technology with students.	The candidate is able to evaluate and modify some instruction using curricula materials based on their appropriateness for the students, and uses technology appropriately most of the time.	The candidate evaluates and modifies instructions resources and curricular materials based on their comprehensiveness, accuracy and appropriateness for her/his students, and uses supplementary resources and technologies as available and appropriate to ensure accessibility and relevance for all students when teaching the majority of the time.	3	-Alanna moves around the room, checks in with students and adjusts instruction. -A variety of engaging resources are used: power point, hand outs at each table, examples, displays.

General Feedback on Planning:

INSTRUCTION/TEACHING

Performance Indicator	Area of Concerns	Approaches Standard	Meets Standard	Rating	Comments
The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction and active engagement in learning . (InTASC 3)	The candidate is rarely able to create an engaged, learning community that supports individual and collaborative learning and positive social interactions are minimal among students.	The candidate works with others and shows some ability to create an engaged, classroom learning community that supports individual and collaborative learning and provides occasional opportunities for positive social interactions among students.	The candidate consistently works with others to create a learning community that supports individual and collaborative learning, which encourages positive social interactions and active engagement.	3	-Alanna consistently communicates with her mentor teacher, reflection on students and how to best meet the needs of all students.
The candidate understands and utilizes a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply in meaningful ways. (InTASC 8)	The instructional strategies have little or no variety and do not encourage learners to think critically about content or to make connections in meaningful ways.	The instructional strategies have some variety and sometimes encourage learners to develop a deep understanding of content and connections and building skills in meaningful ways.	The instructional strategies are varied and consistently encourage learners to develop a deep understanding of content, to make connections in meaningful ways.	3	-Group discussions, demonstrations, presentations, studio work-time, individual and small group instruction are all used in the course of a class.
The candidate understands how to connect concepts, use questioning techniques and use differing perspectives to engage learners in higher order, critical thinking.	The candidate is unable to connect concepts and use differing perspectives to engage learners in higher order, critical thinking.	The candidate occasionally connects concepts, uses a limited variety of questioning techniques and some differing perspectives to engage students in higher order,	The candidate connects concepts, uses questioning techniques and different perspectives to engage learners in higher order, critical thinking.	3	-Questions are asked at the beginning and end of class in order to make connections.

The candidate understands how to connect concepts, use questioning techniques and use differing perspectives to engage learners in higher order, critical thinking. (InTASC 5)	The candidate is unable to connect concepts and use differing perspectives to engage learners in higher order, critical thinking.	The candidate occasionally connects concepts, uses a limited variety of questioning techniques and some differing perspectives to engage students in higher order, critical thinking.	The candidate connects concepts, uses questioning techniques and different perspectives to engage learners in higher order, critical thinking.	3	-Questions are asked at the beginning and end of class in order to make connections.
The candidate differentiates and modifies aspects of instruction based on individual learner ability, interest, and preferences to engage all learners. (InTASC 2)	The instruction is thoroughly differentiated and/or modified as appropriate for the learners. The instruction demonstrates little or no differentiation or modification, and aspects of the lesson are inappropriate the learners.	The instruction is somewhat differentiated and/or modified as appropriate for the learners.	The instruction is thoroughly differentiated and/or modified as appropriate for the learners.	3	-Awareness of different types of learners is a strength. -Lessons are planned and taught in a way that is accessible to all students.

General Feedback on Instruction:

ASSESSMENT

Performance Indicator	Acute Area of Concerns	Approaches Standard	Meets Standard	Rating	Comments
The candidate understands and uses multiple methods (formative and summative) of assessment to engage learners in their own growth, to monitor student progress by using data to make instructional decisions and to guide the teacher's and learner's decision making (InTASC 6)	The candidate does not plan effective methods of assessment, minimally monitors student progress and does not utilize data to make instructional decisions.	The candidate uses some assessments and is beginning to utilize data to monitor student growth, engage learners and make instructional decisions.	The candidate plans and uses relevant methods of assessment, collects and utilizes assessment data to monitor student progress, engage learners and make instructional decisions.	3	-Uses formative (conversations with students, in progress work) and summative (rubrics, critique, display) to reflect on and adjust curriculum.

General Feedback on Assessment:

MANAGEMENT*

Performance Indicator	Acute Area of Concerns	Approaches Standard	Meets Standard	Rating	Comments
The candidate establishes classroom routines, procedures, and expectations to actively and equitably engage learners and uses respectful and <i>effective</i> verbal and nonverbal communication strategies	. The candidate rarely establishes expectations or holds students accountable and occasionally uses inappropriate or ineffective verbal and non-verbal communication resulting in loss	The candidate generally establishes classroom routines and expectations, holds students accountable and uses respective and effective verbal and nonverbal communication strategies to engage all students.	The candidate consistently establishes classroom routines and expectations, holds students accountable and uses respective and effective verbal and nonverbal communication strategies to engage all students.	3	-Alanna is always aware of what is going on in the classroom. -Maintains a calm, consentient atmosphere based on respect for one's self and others.

(InTASC 3)	of instructional time.				
The candidate monitors transitions and changes in the learning environment and uses a variety of instructional and behavioral management strategies to encourage learning and active participation. (InTASC 3)	The candidate rarely monitors transitions and changes in the learning environment and/or inconsistently or incorrectly uses behavioral management strategies and instructional strategies to address the learning and active participation of students.	The candidate is beginning to recognize and monitor transitions and changes in the environments and uses behavioral management strategies and instructional strategies that generally encourage learning and active participation.	The candidate consistently monitors transitions and changes in the learning environment and uses a variety of instructional and behavioral management strategies to encourage learning and active participation	3	

General Feedback on Management:

REFLECTION

Performance Indicator	Acute Area of Concerns	Approaches Standard	Meets Standard	Rating	Comments
The candidate continually evaluates and reflects on his/her practice, particularly the effects of choices and actions on others (learners, families, other professionals and community) and adapts practice to meet the needs of each learner. (InTASC 9)	The candidate demonstrates little or no awareness of the extent to which his or her own actions/choices in the classroom impacted the learning of the students. Adaptation of practice is not evident.	The educator demonstrates some awareness of the extent to which his or her own choices and actions in the classroom impacted the learning of the students. Some plans for adaptation of practice are evident to meet the needs of learners in the classroom.	Educator demonstrates a thorough awareness of the extent to which his or her choices and actions in the classroom impacted the learning of the students. Plan for adaptation of practice and instruction is specific and meets the needs of learners in the classroom.	3	-Alanna is very aware of her actions in the classroom and school community. -Reflection and observation are a big part of the teaching practice.
The candidate identifies strengths and weaknesses of the planning, assessment and the instructional process through reflection. (InTASC 9)	Reflection demonstrates little or no understanding of the candidate's strengths and weaknesses with respect to planning, assessment, and instruction.	Reflection demonstrates some understanding of the candidate's strengths and weaknesses with respect to planning, assessment, and instruction.	Reflection demonstrates a thorough understanding of the candidate's strengths and weaknesses with respect to curriculum planning, assessment, and instruction	3	-Reflection and modification have been demonstrated though writing and conversation.

General Feedback on Reflection: