



## Student Teaching

### Observation - Domain D: Instruction

	<b>In Progress</b> (passing level work)		<b>At Standard for Student Teacher Level</b> (truly exceptional work)
<b>Instruction</b>	Objectives and aligned assessments are made clear to learners		Objectives and aligned assessments are made clear to learners early in the lesson and reviewed
	Sequence of instruction is clear and appropriate. Transitions are planned.		Sequence of instruction is clear, appropriate and effective; the lessons flow – i.e. manages transitions in activity and content
	Teaches lesson from manual or lesson plan from cooperating teacher as designed		Creates own lesson using a variety of resources (e.g., using available and appropriate technology, manual, textbook, etc.)
	Presents all parts of a lesson, engaging students with a variety of strategies		Presents all parts of a lesson, engaging students with a variety of strategies; presents open-ended questions and utilizes good questioning techniques
	Plans check-in points to check for student understanding.  Recognizes if a lesson is not working and monitors and adjusts appropriately		Has set “check-in” points to ensure student understanding and adjusts strategies, if needed, based on “check-ins”  Recognizes if a lesson is not working, monitors and adjusts appropriately.
	Uses relevant technology in instruction		Demonstrates competence in discipline specific technical skills (e.g. lab equipment)
	Deliberately plans teaching strategies to reach a diverse population of learners		Deliberately utilizes strategies to reach a diverse population of learners
			Seamlessly and effectively incorporates relevant technology

<b>Instruction cont.</b>	<b>In Progress</b> (passing level work)		<b>At Standard for Student Teacher Level</b> (truly exceptional work)
			Utilizes instruction that establishes relevance of the content to the learners

**Notes:**



4. In thinking about future observations and reflections, what are some areas upon which you would like to focus?

