Pre- Observation Checklist
Teacher Intern Assessment

Complete this checklist prior to being observed by your supervisor. Be prepared to explain your responses and cite examples when appropriate. Attach a copy of the lesson plan you used to complete this checklist.

1. Have I prepared complete lesson plans that include clearly stated objectives, teaching procedures, a list of materials and media needed, and assessment procedures and materials?

2. Have I used information about students to plan and organize my instruction? Did I consider the different needs of students in my planning?

3. Did I consider the students’ prior knowledge, interests and experiences in my planning?

4. Do my lessons integrated knowledge from several subject areas?

5. Have I incorporated multiculturalism and diversity in my lessons?

6. Am I aware of my communication with the students? Is my language grammatically correct and appropriate for the school environment? Do I check written materials for errors in spelling, syntax, and grammar?

7. Have I considered how I will communicate high expectations to all students in my class or classes?

8. Have I considered the various cultural, ethnic, socioeconomic, gender, and special population students represented in my classroom and intentionally planned to be sensitive to diversity?

9. Do I take time to listen to what students say and demonstrate interest in what they are saying by responding appropriately?

10. Have I planned for a classroom climate that is accepting of all and encourages creativity, inquisitiveness, and risk-taking?
11. Do the lessons I have planned provide opportunities for meaningful students interaction?

12. Have I planned activities or components of the lesson to establish relationships with parents and guardians?

13. Do I have enough background knowledge to effectively teach the subject? If not, am I taking necessary steps to improve my background knowledge before teaching the subject/lesson?

14. Am I enthusiastic about what I am teaching? Can I convey that enthusiasm to the students?

15. Have I planned how I will communicate the objectives and the importance of the topic of being studied?

16. Have I considered how I can make this lesson relevant and meaningful to the students in my class? Can I relate the lesson to the students’ everyday lives?

17. Have I planned for a variety of teaching strategies that promote learning?

18. In my teaching will I address different learning styles, performance modes, multiple intelligences, and special education/gifted education needs?

19. Have I considered the level of my students and how easily my language is understood?

20. Have I planned clear directions for carrying out instructional activities? What examples will I use for clarification?

21. Have I incorporated technology that is appropriate for the lesson, age, ability and developmental levels of students?

22. Are there opportunities for students to use problems-solving and critical thinking skills?

23. Have I anticipated what misconceptions students may have and am I prepared to clarify as necessary through questioning? Have I planned “reteaching” strategies in case students do not understand concepts presented?
24. Have I prepared higher order questions that will engage students in original, creative, and evaluative thinking?  

25. Am I prepared to adjust my teaching strategies in response to student feedback? Have I designed questions that prompt students to extent or support their responses?  

26. Am I aware of the wait time that I give students? Do I allow 3-5 seconds for students to respond?  

27. Have I planned on strategies to give students feedback on their performance/assignment?  

28. Have I made use of community resources?  

29. Have I planned specific ways to demonstrate fairness and supportiveness in my classroom so the climate is positive?  

30. Have I planned for effective use of instructional time? Have I planned transitions from one activity/lesson to another so little or no instructional time is lost? Have I planned an appropriate pace for the lesson?  

31. Have I considered how I will monitor students’ participation and interpersonal interactions?  

32. Have I established efficient routines for procedural tasks? Have I involved students?  

33. Am I prepared to use a variety of classroom management strategies as needed?  

34. Am I prepared to analyze the class environment and make adjustments as necessary to enhance social relationships, student motivation, and learning?  

35. Have I considered the pace of my lesson to insure that students are not bored from the lesson proceeding too slowly or are not lost because the lesson is proceeding too quickly?  

37. Have I planned how I will assess students for this lesson? Have I considered how I will communicate assessment expectations to students?

38. Have I developed assessment techniques that are appropriate to the assignments?

39. Have I planned ways for students to assume responsibility for their own learning and to engage in self-assessment?

40. Do I have an appropriate method for maintaining records of students’ work and progress? Do I know how to establish an effective record-keeping system?