

	Criteria	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Does Not Yet Meet Exp.</u>	2/6	2/27	3/28
<b>L E S S O N</b>	Written Plan	Plan is exceedingly clear and complete. Plan creatively achieves appropriate objectives.	Plan is adequately clear; may be missing minor components. Plan achieves objectives.	Plan is absent, unclear, or missing components, or does not achieve objectives, or objectives are inappropriate.			
	Preparation	Student has completely prepared materials and environment in advance to support the lesson.	Student is mostly prepared, but lesson would be better supported by more attention to materials and environment.	Student is noticeably unprepared. Materials and environment do not support the lesson.			
	Content of Lesson	Lesson is clearly related to ongoing theme. Lesson is entirely developmentally appropriate. Lesson makes connections to prior learning.	Lesson is related to ongoing theme. Lesson is mostly developmentally appropriate. Connections to prior learning may be weak.	Lesson is not related to theme or prior learning. Lesson is not developmentally appropriate.			
	Flow of Lesson	Student effectively and quickly engages children. Lesson flows very smoothly because student consistently gives encouragement and clear, appropriate directions. Student flexibly adjusts plan to meet children's needs when appropriate.	Student engages most children and accomplishes most of the planned lesson. Student may give directions that are sometimes unclear or inappropriate.	Lesson is hard to get through because of student's unclear directions or inappropriate strategies. Many children are not engaged. Student does not adjust plan despite clear need.			
	Subject Knowledge	Student effectively conveys comprehensive subject knowledge to children in age-appropriate ways.	Student conveys subject knowledge to children in generally appropriate ways.	Student conveys knowledge to children inappropriately or ineffectively. Subject knowledge is noticeably incomplete.			
<b>G E N E R A L</b>	Informal Teaching	Student consistently uses everyday interactions and moments (e.g. transitions, casual conversations, mealtimes, etc.) to support development and learning.	Student sometimes uses everyday interactions and moments to support development and learning, but without consistency or intention.	Student misses many opportunities to teach through everyday interactions and moments (e.g. transitions, casual conversations, mealtimes, etc.).			
	Communication	Student consistently engages in respectful, attentive, clear, two-way communication with children. Communication encourages children's language and thinking.	Student engages in clear, appropriate communication with children. May miss opportunities to encourage children's language and thinking.	Student's communication is often unclear and/or inappropriate. Communication does not encourage children's language or thinking.			
	Relationships	Student shows close, caring, respectful relationships with most children. Student actively uses relationships for effective teaching.	Student shows positive relationships with many children.	Student does not show positive relationships with most children.			
	Discipline	Student shows confident, relaxed, positive control with group and individuals. Children respond easily to student's instructions.	Student is mostly "in control" with group and individuals. Student's strategies are mostly positive. Some instances of frustration or ineffectiveness.	Student's strategies for group control are ineffective or inappropriate. Frequent instances of frustration.			
<b>O T H E R</b>	Professional Presentation	Behavior and communication show excellent professionalism; clothes are entirely appropriate to the environment. In writing, grammar, style, and presentation are excellent.	Behavior and communication are professional; clothes are acceptable. In writing, flaws in grammar, style, and presentation do not detract from clarity.	Behavior and communication are unprofessional; clothes are inappropriate. In writing, significant errors in grammar, style, and presentation.			
	Lesson Plan Binder	2+ entries per week. Lesson plans are very clear and thoughtful, showing insight into teaching strategies and outcomes. Lessons are all included and signed by coop.	~1 entry per week. Lesson plans are clear and fairly thoughtful, but do not show insight into teaching strategies. Some lessons are included.	Lesson plans are very few or unclear, and do not show insight into teaching strategies.			
	Evaluation	Student clearly uses observation and evaluation techniques throughout teaching practice.	Student uses observation and evaluation techniques.	Student does not use observation and evaluation techniques.			

DATE	EDU-250 Student Teacher Observation <b>Student:</b>