

Planning and Implementation Feedback Form

(Completed 3 times by University Supervisor and Cooperating Teacher; second and third observation scores are recorded as part of Midterm and Final evaluations)

University Supervisor: Laura Marshall	School: Elementary	Date:	
Teacher Candidate:	Cooperating Teacher:		
Lesson or Context:	<input type="checkbox"/> SPED5030	<input type="checkbox"/> SPED5025	<input type="checkbox"/> SPED5031

Scoring overview:

Unacceptable: 1

Developing: 2

Acceptable: 3

Target: 4

	What to watch for:	Score (1-4)	Supervisor Comments
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Professionalism Teacher Quality Standard 4	<input type="checkbox"/> Organized and prepared to teach. <input type="checkbox"/> Punctual and prompt. <input type="checkbox"/> Dresses appropriately and professionally. <input type="checkbox"/> Returns borrowed equipment and leaves room in good condition. <input type="checkbox"/> Coordinates with team during the lesson. <input type="checkbox"/> Seeks feedback from cooperating teacher.		
Lesson Plan Teacher Quality Standards 1 & 3	<input type="checkbox"/> Objectives/Main ideas of the lesson clearly stated <input type="checkbox"/> Activities aligned with CO state standards <input type="checkbox"/> EACH student's understanding or achievement is assessed during the lesson as well as at the end. <input type="checkbox"/> Reflects inter-connectedness of content area/disciplines. <input type="checkbox"/> Free from content errors, did not promote misconceptions. *Use N/A if observing implementation of social supports or non-academic activities		
Accessible Instruction Design Teacher Quality Standards 1 & 3	<input type="checkbox"/> Materials/instruction/evaluation reflects principles of Universal Design for Learning <input type="checkbox"/> Appropriate differentiation is used <input type="checkbox"/> Individualized accommodations/ modifications are used to promote student access and participation <input type="checkbox"/> IEP goals are addressed in context of core curriculum and/or general education/ natural environments		
Integration/ Inclusive Practices Teacher Quality Standards 2	<input type="checkbox"/> Students have frequent opportunities to interact with peers <input type="checkbox"/> Strategies are used to facilitate interactions between students with and without disabilities, general educators, and school staff <input type="checkbox"/> Peers are provided with information, modeling, and reinforcement to be effective peer partners/supports	Y, N, or NA	
Total Planning and Implementation points (out of 12)			

Additional Comments/Strengths:

