

## Final Internship Observation Tool

## Domain 1: The Learner and Learning | Form 1: Design and Implementation of Learning Experiences

The Learner and Learning	Effective	Developing	Ineffective	Support Evidence/Anecdotes
1. HLP 4: Diagnosing particular common patterns of student thinking and development in a subject-matter domain	Plans and effectively implements instructional strategies that support developmentally diverse learners.	Plans include instructional strategies that support developmentally diverse learners, but strategies are not consistently well implemented during learning experiences.	Plans do not include instructional strategies that support developmentally diverse learners.	
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
2. HLP 6: Coordinating and adjusting instruction during a lesson	Makes efforts to adjust instruction based on student needs.	Struggles to adjust instruction during lesson.	Expectations of students are unrealistic.	

## Domain 1: The Learner and Learning | Form 2: Safe and Positive Learning Environment

The Learner and Learning	Effective	Developing	Ineffective	Support Evidence/Anecdotes
3. HLP 7: Specifying and reinforcing productive student behavior	Establishes and consistently enforces norms for behavior, including respect for others, self, and learning resources.	Establishes norms for behavior, including respect for others, self, and learning resources but is inconsistent in enforcement.	Establishes no norms for behavior; disrespectful or insensitive interactions common.	
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
4. HLP 10: Building respectful relationships with students	Demonstrates fairness, consistency, empathy and respect in effectively responding to student behavior.	Can be inconsistent in response to student behavior; sometimes appears unfair or disrespectful.	Responds ineffectively or is unresponsive to student behavior; is unfair and disrespectful.	

	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
5. HLP 8: Implementing organizational routines	Employs well-established classroom routines that work efficiently to promote student responsibility.	Attempts to establish classroom routines, but students are confused about how to carry them out.	There do not appear to be established classroom routines; significant time spent off-task because of unclear procedures.	
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
6. HLP 8: Implementing organizational routines	Arranges physical learning environment with safety and accessibility of materials/teacher by all students in mind.	Arranges physical learning environment with safety in mind and most students can access materials or see/hear the teacher.	Physical learning environment presents hazards that endanger student safety; many students cannot access materials or see/hear the teacher.	

**Domain 2: Content | Form 1: Depth and Understanding of the Discipline**

<b>Content</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
7. HLP 2: Explaining and modeling content, practices, and strategies	Provides explanations and materials that help students organize content around central concepts & themes.	Minimally reinforces central concepts.	Overemphasizes details and examples without linkages to, and reinforcement of, central concepts.	
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
8. HLP 2: Explaining and modeling content, practices, and strategies	Models and guides students in modes of inquiry and other methods appropriate to the discipline.	Presents limited guidance and opportunities for inquiry and practice in the discipline.	Misrepresents or fails to employ methods in the discipline, including inquiry.	

**Domain 2: Content | Form 2: Creation of Content Experiences**

<b>Content</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
9. HLP 2: Explaining and modeling content, practices, and strategies	Provides accurate and relevant explanations of content that promote meaningful student learning.	Provides accurate content explanations but fails to provide relevance and meaning.	Provides inaccurate and irrelevant explanations of content.	
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
10. HLP 3: Eliciting and interpreting individual students' thinking	Identifies, anticipates, or corrects content misconceptions prior to and during instruction.	Partially addresses students' content misconceptions	Fails to address students' content misconceptions prior to and during instruction.	
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
11. HLP 6: Coordinating and adjusting instruction during a lesson	Provides varied learning experiences that make content accessible to all students.	Provides learning experiences that allow only limited accessibility to content.	Employs a single instructional mode when variety would promote accessibility of content.	

**Domain 2: Content | Form 3: Creation of Relevant Content Experiences**

<b>Content</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
12. HLP 12: Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction	Promotes interdisciplinary connections and critical thinking skills to explore real world issues relevant to students' lives.	Makes adequate attempts to connect disciplinary and real-world issues.	Omits interdisciplinary approaches and/or critical inquiry that address(s) real world issues.	
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
13. HLP 3: Eliciting and interpreting individual students' thinking	Provides opportunities & support for students to engage in investigating, analyzing, &	Leads mostly teacher-centered investigations of authentic questions.	Provides no student-centered opportunities to explore authentic questions.	

	problem solving authentic questions.			
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
14. HLP 3: Eliciting and interpreting individual students' thinking	Encourages analysis of ideas from multiple perspectives to develop understanding of a topic.	Struggles to include all important perspectives on a debatable or multi-dimensional topic.	Provides only a single perspective on a debatable or multi-dimensional topic.	

**Domain 3: Instructional Practice | Form 1: Assessment and Feedback**

<b>Instructional Practice</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
15. HLP 18: Providing oral and written feedback to students	Provides systematic and specific feedback that enables students to assess their own work and make improvements.	Provides general feedback to students.	Fails to provide feedback to students beyond grades or number of incorrect responses.	
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
16. HLP 18: Providing oral and written feedback to students	Guides students to use feedback to evaluate their own strengths and needs.	Encourages students to use feedback to evaluate their own strengths and needs.	Does not allow students to evaluate their own strengths and needs.	

**Domain 3: Instructional Practice | Form 2: Creation of Instructional Plans**

<b>Instructional Practice</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
17. HLP 14: Designing single lessons and sequences of lessons	Sequences instruction to scaffold learner development of skills and content understanding.	Uses ineffective instructional scaffolding that fails to move students to greater content understanding.	Lessons are not sequential or do not provide instructional scaffolding.	

**Domain 3: Instructional Practice | Form 3: Instructional Strategies**

<b>Instructional Practice</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
18. HLP 1: Leading a group discussion  HLP 5: Implementing norms and routines for classroom discourse and work  HLP 9: Setting up and managing small group work	Uses a variety of effective instructional strategies, materials, and resources to enhance content understanding.	Uses a limited number of strategies, instructional materials, or resources where a greater variety would improve students' content understanding.	Uses inappropriate or ineffective strategies, instructional materials, or resources.	
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
19. HLP 1: Leading a group discussion  HLP 5: Implementing norms and routines for classroom discourse and work  HLP 9: Setting up and managing small group work	Learning activities are varied and align with students' level of content knowledge.	Learning activities are moderately challenging and varied.	Learning activities not engaging.	

**Domain 3: Instructional Practice | Form 4: Technology Integration**

<b>Instructional Practice</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
20. HLP 2: Explaining and modeling content,	Utilizes appropriate technologies available in the given context to	Utilizes technologies available in the given context to create activities and assessments that are	Does not use technologies or uses inappropriate	

practices, and strategies	create and implement activities and assessments that meet students' individual abilities, needs, and learning styles to maximize learning.	somewhat effective for the specific set of students.	technologies for student learning.	
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**Domain 4: Professional Responsibility | Form 1: Professional Ethics**

<b>Professional Responsibility</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
21. HLP 10: Building respectful relationships with students	Displays respect, sensitivity, honesty, and fairness to students and other professionals.	Displays respect and honesty to students and other professionals.	Displays dishonesty or is disrespectful to students or other professionals.	
	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	<b>Support Evidence/Anecdotes</b>
22. HLP 2: Explaining and modeling content, practices, and strategies	Presents facts without distortion, bias, or prejudice.	Presents facts without bias or prejudice.	Displays bias or prejudice in presenting facts or distorts facts in a self-serving manner.	

**WMU Professional Dispositions | Form 1: Professional Commitment and Responsibility**

<b>WMU Professional Dispositions</b>						<b>Support Evidence/Anecdotes</b>
23. Maintains professional appearance	5 Strongly Agree	4 Agree	3 No evidence to believe otherwise	2 Somewhat Disagree	1 Disagree	
						<b>Support Evidence/Anecdotes</b>
24. Is prepared for class	5 Strongly Agree	4 Agree	3 No evidence to believe otherwise	2 Somewhat Disagree	1 Disagree	
						<b>Support Evidence/Anecdotes</b>
25. Is punctual for class	5 Strongly Agree	4 Agree	3 No evidence to believe otherwise	2 Somewhat Disagree	1 Disagree	

**WMU Professional Dispositions | Form 2: Professional Relationships**

<b>WMU Professional Dispositions</b>						<b>Support Evidence/Anecdotes</b>
26. Demonstrates respect for cultural differences	5 Strongly Agree	4 Agree	3 No evidence to believe otherwise	2 Somewhat Disagree	1 Disagree	
						<b>Support Evidence/Anecdotes</b>
27. Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process	5 Strongly Agree	4 Agree	3 No evidence to believe otherwise	2 Somewhat Disagree	1 Disagree	
						<b>Support Evidence/Anecdotes</b>
28. Demonstrates flexibility during the learning process	5 Strongly Agree	4 Agree	3 No evidence to believe otherwise	2 Somewhat Disagree	1 Disagree	