

<p>j. A variety of instructional materials were used to actively engage the students. <u>INTASC</u> (2,3,4,6) NAEYC Standards 1, 2, 4a, 4b, 4d</p>	1 2 3 4 or NA
<p>k. All of the students were actively engaged in the learning throughout the lesson. <u>INTASC</u> (2,4) (ACEI 3.4) NAEYC Standards 1, 4b, 4d</p>	1 2 3 4 or NA
<p>l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. <u>INTASC</u> (4) NAEYC Standards 4b, 4d Open-ended questions were used, diverse perspectives were explored.</p>	1 2 3 4 or NA
<p>m. Higher order thinking skills were used. <u>INTASC</u> (4) (ACEI 3.3) NAEYC Standards 4b, 4d</p>	1 2 3 4 or NA
<p>n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. <u>INTASC</u> (8) (ACEI 4) NAEYC Standard 3</p>	1 2 3 4 or NA
<p>o. The lesson ended with closure/review that focused on the main objectives of the lesson. <u>INTASC</u> (3,4) NAEYC Standards 1, 2, 4b, 4d The students were able to summarize the learning rather than the student teacher having to do this for them.</p>	1 2 3 4 or NA
<p>p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (INTASC 2,4,8; NAEYC Standards 1, 4b, 4d) e.g., direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.</p>	1 2 3 4 or NA
<p>q. Relevant subject areas & “real world” problems were integrated into the lesson. . (INTASC 1,2,3,7; NAEYC Standards 1, 2, 3, 4a, 4b, 4c, 4d)</p>	1 2 3 4 or NA
<p>r. Inclusion of special needs student occurred. . (INTASC 2,3; NAEYC Standards 1, 2, 4b, 4d)</p>	1 2 3 4 or NA
<p>s. Individual differences were addressed. (INTASC 2,3,5; NAEYC Standards 1, 2, 3, 4b, 4d) and adaptations made for diverse students (ACEI 3.2)</p>	1 2 3 4 or NA

t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (INTASC 2,3; NAEYC Standards 1, 2, 4b, 4d) (TESOL Standard 3)	1 2 3 4 or NA
u. Diversity issues were addressed in an appropriate manner. (INTASC 2,3,6,10; NAEYC Standards 1, 2, 4a, 4b, 4d) and adaptations made for diverse students (ACEI 3.2)	1 2 3 4 or NA
III. Personal and Professional Characteristics	
v. Displayed Enthusiasm. (INTASC 1,6; NAEYC Standards 4a, 4b, 4c, 4d)	1 2 3 4 or NA
w. Exhibited Confidence. (INTASC 1; NAEYC Standards 4b, 4c, 4d)	1 2 3 4 or NA
x. Displayed empathy. (INTASC 5,9,10; NAEYC Standards 1, 2, 3, 4a, 4b, 4d, 5)	1 2 3 4 or NA
y. Spoke and acted in a professional manner. (INTASC 9,10; NAEYC Standard 5) (ACEI 5.3, 5.4)	1 2 3 4 or NA
z. Parent and Community Relationships NAEYC 2, 5	1 2 3 4 or NA

(Adopted from the King's College Interactive Lesson Planner found online:

<http://www.kings.edu/kdils/InteractiveLessonPlanner/PointAtoPointBIndex.htm> & Purdue University's guide to their teaching observation form)