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| TEACHER CANDIDATE | CLINICAL FACULTY | | | | | DATE | |
| **WEEKLY FEEDBACK GUIDE**  This form has been designed to help clinical faculty give teacher candidates’ frequent specific feedback. After checking items in each area, please turn page and provide more specific information. | | | | | | | |
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| 1. **Attendance**    * Frequently absent    * Rarely absent    * Exemplary attendance | | 1. **Punctuality**    * Frequently late    * Generally punctual    * Always on time | | | 1. **Professional Appearance**    * appearance not appropriate for educational setting    * Appearance is neat    * Appearance is professional | | |
| 1. **Parent/Guardian Relations**    * Is sometimes antagonistic towards parents/guardians    * Shy - hesitant to work with parents/guardians    * Is sensitive to parent/guardians needs and concerns    * Treats parents/guardians with respect | | 1. **Tact/Judgment**    * Thoughtless: Insensitive to others’ feelings and opinions    * Limited sensitivity and diplomacy    * Perceives what to do or say in order to maintain good relations with others and responds accordingly    * Highly sensitive to others’ feelings and opinions: Diplomatic | | | 1. **Reliability/Dependability**    * Sometimes fails to complete assigned tasks and duties    * Sometimes needs to be reminded to attend to assigned tasks or duties    * Responsible: Attends to assigned tasks or duties    * Self-starter: Perceives needs and attends to them immediately | | |
| 1. **Self-Initiative/Independence**    * Passive: Depends on others for direction, ideas and guidance    * Has good ideas, works effectively with limited supervision    * Creative and resourceful: Independently implements plans | | 1. **Collegiality**    * Prefers to work in isolation    * Reluctant to share ideas and materials    * Prefers being part of a team    * Willingly shares ideas and materials | | | 1. **Interaction with Peers**    * Is sometimes antagonistic towards peers    * Shy: Hesitant to work with peers    * Relates easily and positively with peers    * Outgoing: Actively seeks opportunities to work with peers | | |
| 1. **Response to Feedback**/**Self- Improvement**    * Defensive: Unreceptive to feedback    * Receptive - BUT doesn’t implement suggestions    * Receptive - AND adjusts performance accordingly    * Solicits suggestions and feedback from others | | 1. **Interaction with Students**    * Is sometimes antagonistic towards students    * Shy: Hesitant to work with students    * Relates easily and positively with students    * Outgoing: Actively seeks opportunities to work with students    * Accepts responsibility for student leaning - believes all students can learn | | |  | | |
|  | | | | | | | |
| Identify at least two areas of instructional strength your teacher candidate demonstrated this week (Indicate with a “+”). Then identify at least two areas that the teacher candidate needs to focus on for the next week (Indicate with a “✓”). . After checking items in each area, please turn page and provide more specific  information. | | | | | | | |
| Area | | | Area | | | | |
| **Teaching Plans**   1. Plan has objectives for current lesson 2. Plan has objectives related to appropriate SOL 3. Plan has group/individualized for diverse learners 4. Plan has procedures for assessing student progress 5. Plans are given to clinical faculty three days in advance   **Classroom Management**   1. Provides clear academic and behavioral expectations at beginning of lesson 2. Reinforces appropriate student behavior 3. Enforces classroom expectations/rules consistently, firmly, and fairly 4. Positions self to see majority of students 5. Scans class regularly to proactively address student behaviors 6. Communicates enthusiasm for teaching   **Classroom Instruction**  12 Provides objectives and establishes student’s prior knowledge | | | -  -  -  -  -  -  -  -  -  -  -  - | 1. Reviews homework and ties to instructional objectives 2. Begins lesson on schedule 3. Presents concrete and/or visual models when appropriate 4. Uses effective question techniques 5. Uses appropriate wait time for students after asking questions 6. Uses effective closure or summarization techniques 7. Uses instructional time effectively 8. Uses instructional pacing that is appropriate for student performance levels 9. Maximize instructional time 10. Provide students the opportunity to demonstrate understanding   **Assessment and Feedback**   1. Provides feedback in timely manner 2. Assists students in evaluating their own performance 3. Uses assessment data to routinely differentiate instruction | | | -  -  -  -  -  -  -  -  -  -  -  -  - |

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**WEEKLY FEEDBACK GUIDE**

If there are elements of professional development or instructional development competencies that need more attention, please provide specific examples of how the teacher candidate may strengthen this area.

In the In the space below, the teacher candidate will briefly outline plans to strengthen or improve areas noted by the clinical faculty.