

TEACHER CANDIDATE	CLINICAL FACULTY	DATE
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## 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.

<b>1. Attendance</b> <input type="checkbox"/> Frequently absent <input type="checkbox"/> Rarely absent <input type="checkbox"/> Exemplary attendance	<b>2. Punctuality</b> <input type="checkbox"/> Frequently late <input type="checkbox"/> Generally punctual <input type="checkbox"/> Always on time	<b>3. Professional Appearance</b> <input type="checkbox"/> appearance not appropriate for educational setting <input type="checkbox"/> Appearance is neat <input type="checkbox"/> Appearance is professional
<b>4. Parent/Guardian Relations</b> <input type="checkbox"/> Is sometimes antagonistic towards parents/guardians <input type="checkbox"/> Shy - hesitant to work with parents/guardians <input type="checkbox"/> Is sensitive to parent/guardians needs and concerns <input type="checkbox"/> Treats parents/guardians with respect	<b>5. Tact/Judgment</b> <input type="checkbox"/> Thoughtless: Insensitive to others' feelings and opinions <input type="checkbox"/> Limited sensitivity and diplomacy <input type="checkbox"/> Perceives what to do or say in order to maintain good relations with others and responds accordingly <input type="checkbox"/> Highly sensitive to others' feelings and opinions: Diplomatic	<b>6. Reliability/Dependability</b> <input type="checkbox"/> Sometimes fails to complete assigned tasks and duties <input type="checkbox"/> Sometimes needs to be reminded to attend to assigned tasks or duties <input type="checkbox"/> Responsible: Attends to assigned tasks or duties <input type="checkbox"/> Self-starter: Perceives needs and attends to them immediately
<b>7. Self-Initiative/Independence</b> <input type="checkbox"/> Passive: Depends on others for direction, ideas and guidance <input type="checkbox"/> Has good ideas, works effectively with limited supervision <input type="checkbox"/> Creative and resourceful: Independently implements plans	<b>8. Collegiality</b> <input type="checkbox"/> Prefers to work in isolation <input type="checkbox"/> Reluctant to share ideas and materials <input type="checkbox"/> Prefers being part of a team <input type="checkbox"/> Willingly shares ideas and materials	<b>9. Interaction with Peers</b> <input type="checkbox"/> Is sometimes antagonistic towards peers <input type="checkbox"/> Shy: Hesitant to work with peers <input type="checkbox"/> Relates easily and positively with peers <input type="checkbox"/> Outgoing: Actively seeks opportunities to work with peers
<b>10. Response to Feedback/Self-Improvement</b> <input type="checkbox"/> Defensive: Unreceptive to feedback <input type="checkbox"/> Receptive - BUT doesn't implement suggestions <input type="checkbox"/> Receptive - AND adjusts performance accordingly <input type="checkbox"/> Solicits suggestions and feedback from others	<b>11. Interaction with Students</b> <input type="checkbox"/> Is sometimes antagonistic towards students <input type="checkbox"/> Shy: Hesitant to work with students <input type="checkbox"/> Relates easily and positively with students <input type="checkbox"/> Outgoing: Actively seeks opportunities to work with students <input type="checkbox"/> 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
<b>Teaching Plans</b> 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 <b>Classroom Management</b> 6. Provides clear academic and behavioral expectations at beginning of lesson 7. Reinforces appropriate student behavior 8. Enforces classroom expectations/rules consistently, firmly, and fairly 9. Positions self to see majority of students 10. Scans class regularly to proactively address student behaviors 11. Communicates enthusiasm for teaching <b>Classroom Instruction</b> 12. Provides objectives and establishes student's prior knowledge	13. Reviews homework and ties to instructional objectives 14. Begins lesson on schedule 15. Presents concrete and/or visual models when appropriate 16. Uses effective question techniques 17. Uses appropriate wait time for students after asking questions 18. Uses effective closure or summarization techniques 19. Uses instructional time effectively 20. Uses instructional pacing that is appropriate for student performance levels 21. Maximize instructional time 22. Provide students the opportunity to demonstrate understanding <b>Assessment and Feedback</b> 23. Provides feedback in timely manner 24. Assists students in evaluating their own performance 25. Uses assessment data to routinely differentiate instruction

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