

Weekly Check-In

Use the Weekly Check-In to monitor the student teacher's progress, provide feedback and set the stage for discussion and conversation.

Student Teacher:

Cooperating Teacher:

Week of:

Attendance <input type="checkbox"/> Absent 2+ days <input type="checkbox"/> Absent 1 day <input type="checkbox"/> Attended everyday	Punctuality <input type="checkbox"/> Frequently late <input type="checkbox"/> Generally on time <input type="checkbox"/> Always on time	Appearance <input type="checkbox"/> Casual, but not professional <input type="checkbox"/> Casual, but appropriate <input type="checkbox"/> Highly professional
Attitude <input type="checkbox"/> Pessimistic, unpleasant or unfriendly <input type="checkbox"/> Moody and inconsistent <input type="checkbox"/> Generally positive and pleasant <input type="checkbox"/> Pleasant, patient approachable	Flexibility <input type="checkbox"/> Inflexible; stubborn <input type="checkbox"/> Had difficulty with unforeseen events <input type="checkbox"/> Reacted in an appropriate manner <input type="checkbox"/> Responded in a flexible manner; adjusts	Reliability <input type="checkbox"/> Failed to complete tasks & duties <input type="checkbox"/> Needed to be reminded to follow-through <input type="checkbox"/> Responsible; worked without prompting <input type="checkbox"/> Started and finished on own
Planning <input type="checkbox"/> Failed to plan effectively <input type="checkbox"/> Planned weak lessons <input type="checkbox"/> Planned solid lessons <input type="checkbox"/> Planned well-developed, effective lessons	Standards/Objectives <input type="checkbox"/> Failed to identify correct standards/objectives <input type="checkbox"/> Identified some standards/objectives O.K. <input type="checkbox"/> Generally identified standards/objectives <input type="checkbox"/> Correctly identified standards/objectives	Response to Students' Needs <input type="checkbox"/> Did not accommodate students' needs <input type="checkbox"/> Made negative comments about students <input type="checkbox"/> Accepted responsibility for students' needs <input type="checkbox"/> Consistently responded to students' needs
Differentiated Instruction <input type="checkbox"/> Failed to accommodate students' needs <input type="checkbox"/> Was challenged to meet varied needs <input type="checkbox"/> Accommodated some student needs <input type="checkbox"/> Accommodated varied students' needs	Preparation <input type="checkbox"/> Was consistently un- or underprepared <input type="checkbox"/> Was unprepared/underprepared at times <input type="checkbox"/> Prepared at last minute, but pulled it off <input type="checkbox"/> Was consistently prepared and ready to go	Delivery <input type="checkbox"/> Delivered bland, boring, ineffective lessons <input type="checkbox"/> Delivered mediocre, routine lessons <input type="checkbox"/> Delivered routine lessons <input type="checkbox"/> Delivered creative, engaging lessons
Enthusiasm <input type="checkbox"/> Taught in a bland and boring manner <input type="checkbox"/> Taught without enthusiasm <input type="checkbox"/> Taught with "quiet energy" <input type="checkbox"/> Taught with enthusiasm and energy	Variety <input type="checkbox"/> Used repetitive, redundant sources <input type="checkbox"/> Used uncreative sources and strategies <input type="checkbox"/> Used different sources and strategies <input type="checkbox"/> Used variety of sources/materials/strategies	Teaching <input type="checkbox"/> Presented in haphazard or incorrect manner <input type="checkbox"/> Presented generally accurate manner <input type="checkbox"/> Presented in a fairly clear, effective manner <input type="checkbox"/> Presented information clearly & effectively
Timing <input type="checkbox"/> Wasted time; didn't gauge time well <input type="checkbox"/> Had some difficulty pacing lesson <input type="checkbox"/> Generally paced lesson <input type="checkbox"/> Used instructional time effectively	Assessment of Student Learning <input type="checkbox"/> Failed to monitor or assess learning <input type="checkbox"/> Assessed inconsistently or incorrectly <input type="checkbox"/> Monitored/assessed much of the time <input type="checkbox"/> Monitored/assessed routinely	Command of Content <input type="checkbox"/> Demonstrated difficulty with content <input type="checkbox"/> Had some difficulty with content/skills <input type="checkbox"/> Generally knew content and skills <input type="checkbox"/> Had strong knowledge of content/skills
Management <input type="checkbox"/> Failed to gain control of the classroom <input type="checkbox"/> Challenged by classroom management <input type="checkbox"/> Varied classroom management skills <input type="checkbox"/> Maintained classroom management	Proactive Practice <input type="checkbox"/> Failed to develop management plans <input type="checkbox"/> Needed much guidance to develop a plan <input type="checkbox"/> Attempted to manage behavior <input type="checkbox"/> Foresaw problems and developed plans	Classroom Climate <input type="checkbox"/> Threatened or intimidated students <input type="checkbox"/> Made students feel threatened at times <input type="checkbox"/> Made generally positive comments <input type="checkbox"/> Maintained safe, positive classroom
Organization <input type="checkbox"/> Consistently disorganized/overwhelmed <input type="checkbox"/> Was disorganized much of the time <input type="checkbox"/> Generally organized in most aspects <input type="checkbox"/> Consistently organized in all aspects	Communication <input type="checkbox"/> Interacted in awkward, hesitant manner <input type="checkbox"/> Had difficulty talking or raising questions <input type="checkbox"/> Interacted in a polite manner <input type="checkbox"/> Professional, enthused & engaging	Collegiality <input type="checkbox"/> Preferred to work in isolation <input type="checkbox"/> Reluctant to share ideas and materials <input type="checkbox"/> Usually participated in team efforts <input type="checkbox"/> Willingly shared ideas and materials
Interaction with students <input type="checkbox"/> Appeared aloof or threatening <input type="checkbox"/> Shy, hesitant to work with students <input type="checkbox"/> Related easily, positively with students <input type="checkbox"/> Outgoing; actively sought out students	Commitment/Passion <input type="checkbox"/> Seemed bored, disengaged or disrespectful <input type="checkbox"/> Approached teaching in a routine manner <input type="checkbox"/> Displayed inconsistent levels of energy/vigor <input type="checkbox"/> Demonstrated high levels of energy/vigor	Initiative <input type="checkbox"/> Passive; relied on teacher for advice <input type="checkbox"/> Needed frequent direction from teacher <input type="checkbox"/> Saw some needs, but needed prompts <input type="checkbox"/> Anticipated needs and acted on them
Self-Confidence <input type="checkbox"/> Anxious, nervous, self-conscious <input type="checkbox"/> Arrogant <input type="checkbox"/> Usually confident; comfortable <input type="checkbox"/> Self-assured; competent	Reflective Practice <input type="checkbox"/> Reluctant to analyze teaching performance <input type="checkbox"/> Made some effort to review teaching skills <input type="checkbox"/> Sought ways to assess teaching at times <input type="checkbox"/> Reflected on and adjusted teaching	Response to Feedback <input type="checkbox"/> Defensive and unreceptive <input type="checkbox"/> Receptive, but didn't try suggestions <input type="checkbox"/> Receptive and tried suggestions <input type="checkbox"/> Eager to solicit suggestions/feedback

(Comments on reverse side)

Student's signature

Cooperating Teacher's signature