

## 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:**

<b>Attendance</b> <input type="checkbox"/> Absent 2+ days <input type="checkbox"/> Absent 1 day <input type="checkbox"/> Attended everyday	<b>Punctuality</b> <input type="checkbox"/> Frequently late <input type="checkbox"/> Generally on time <input type="checkbox"/> Always on time	<b>Appearance</b> <input type="checkbox"/> Casual, but not professional <input type="checkbox"/> Casual, but appropriate <input type="checkbox"/> Highly professional
<b>Attitude</b> <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	<b>Flexibility</b> <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	<b>Reliability</b> <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
<b>Planning</b> <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	<b>Standards/Objectives</b> <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	<b>Response to Students' Needs</b> <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
<b>Differentiated Instruction</b> <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	<b>Preparation</b> <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	<b>Delivery</b> <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
<b>Enthusiasm</b> <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	<b>Variety</b> <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	<b>Teaching</b> <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
<b>Timing</b> <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	<b>Assessment of Student Learning</b> <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	<b>Command of Content</b> <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
<b>Management</b> <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	<b>Proactive Practice</b> <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	<b>Classroom Climate</b> <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
<b>Organization</b> <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	<b>Communication</b> <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	<b>Collegiality</b> <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
<b>Interaction with students</b> <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	<b>Commitment/Passion</b> <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	<b>Initiative</b> <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
<b>Self-Confidence</b> <input type="checkbox"/> Anxious, nervous, self-conscious <input type="checkbox"/> Arrogant <input type="checkbox"/> Usually confident; comfortable <input type="checkbox"/> Self-assured; competent	<b>Reflective Practice</b> <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	<b>Response to Feedback</b> <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)

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Student's signature

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Cooperating Teacher's signature