

The University of Texas Pan American
Elementary/Secondary Teacher Preparation Program
Assessment of Learner-Centered Instruction (AL-CI)
Intern Observation Form



**College
of
Education**

Intern _____

Check all that applies:
 Internship I
 Internship II

Date _____ ISD _____

Campus _____ Grade Level _____

Subject Area _____

University Instructor _____

Mentor Teacher _____

Obs. #1 Obs. #2 Obs. #3 Obs. #4 Obs. #5 Day Program

US= Unsatisfactory BE= Below Expectations Evening Program

EP= Emerging Proficient P= Proficient Originally Developed by UTPA-AAP

Internship II observations must be conducted as follows:
 Obs. #1: must be administered prior to end of Sept.-Fall/mid-Feb.-Spring
 Obs. #2: must be administered prior to end of Oct.-Fall/mid-March-Spring
 Obs. #3: must be administered prior to end of mid-Nov.-Fall/mid-April-Spring
 Obs. #4: must be administered prior to end of Nov.-Fall/end of April-Spring

Domain 1-Student Participation

Evaluation Criteria	US	BE	EP	P
1•Students are actively engaged in learning				
2•Students are successful in learning				
3•Students' behaviors indicate learning is at a high cognitive level				
4•Students are self-directed/self-initiated as appropriate to lesson				
5•Students are connecting learning to work and life applications				
Comments:	Total			

Domain 4-Management of Discipline/Strategies/Time/Materials

Evaluation Criteria	US	BE	EP	P
1•Effectively implements discipline management procedures				
2•Classroom environment encourages self-discipline/self-learning				
3•Interacts with students in an equitable manner/applies rules fairly				
4•Specifies expectations for desired behavior				
5•Intervenes/redirects off-task/inappropriate/disruptive behavior				
6•Reinforces desired behavior when appropriate				
7•Instruct. materials equitable/acknowledge varied student charac.				
8•Effectively/efficiently manages time and materials				
Comments:	Total			

Domain 2-Learner-Centered Instruction

Evaluation Criteria	US	BE	EP	P
1•Objs./goals include basic knowledge/skills/themes/concepts				
2•Instructional content is learner-centered (student interest/varied charac.)				
3•Instructional strategies promote critical thinking/prob. solving				
4•Instructional strategies include successful motivational techniq.				
5•Instructional strategies aligned w/objs/activities/stud. char., etc				
6•Varies activities, appropriately maintains pacing/sequencing				
7•Emphasizes the value and importance of activity/content				
8•Uses appropriate questioning/inquiry techniques to challenge				
9•Appropriate/effective use of technology as part of instruction				
Comments:	Total			

Domain 5-Professional Communication

Evaluation Criteria	US	BE	EP	P
1•Appropriate/accurate written communication w/students				
2•Appropriate/accurate verbal/non-verbal comm. w/students				
3•Encourages/supports students reluctant/having difficulty				
4•Interactions supportive/courteous/respectful w/students				
Comments:	Total			

Domain 3-Evaluation/ Feedback on Student Progress

Evaluation Criteria	US	BE	EP	P
1•Academic progress of students is monitored/assessed				
2•Assessment/feedback aligned w/goals/objs/and instr. strategies				
3•Assessment strategies appropriate to varied charac. of students				
4•Student learning is reinforced				
5•Students receive constructive feedback				
6•Provides opportunities for relearning/re-evaluation of material				
Comments:	Total			

GRAND TOTAL
 32 Evaluation Criteria

US	BE	EP	P

Combination of P & EP, but with no less than 15 at P & No BE or US = Excellent
 Combination of P, EP & BE, but with no more than 3 at BE & No US = Good
 Combination of P, EP, BE & US, but with no more than 5 at BE & 2 at US = Fair
 Combination of P, EP, BE & US, but with no more than 8 at BE & 3 at US = Poor
 Combination of P, EP, BE & US, but with more than 12 at BE & 5 at US = Very Poor

Overall
Performance

Signature of Intern _____

Signature of University Instructor _____ Date _____