



**TEACHER EDUCATION PROGRAM
UNIVERSITY OF MARY WASHINGTON
COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES
FIELD MENTORSHIP OBSERVATION**

Teacher Candidate _____ School _____ Date _____

Mentor Teacher _____ Grade Level/Subject _____

Context of Instruction Observed (e.g., topics, instructional strategies employed, nature of students)

PLANNING AND ASSESSMENT The teacher candidate...	OBSERVATION OF TEACHER CANDIDATE
Designs coherent instruction based upon knowledge of subject matter, the community, and curriculum goals.	
Plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.	
Diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.	
Uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.	
Identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.	
INSTRUCTION The teacher candidate...	
Understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students.	
Understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.	
Uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.	
Selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.	

