**PATHWISE**

# Instructional Planning and Reflection

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| --- | --- | --- |
| Student Teacher: | Observer’s Name: | Date of Observation: |
| School: | Grade & Subject: | Date of Plans: |

## CLASS PROFILE

How many students are in the class?

\_\_\_\_male students

\_\_\_\_female students

What is the students’ age range?\_\_\_\_\_\_\_\_\_\_\_

Approximately how many students have the following exceptionalities?

[ ] blind or visually impaired [ ] deaf or hearing impaired

[ ] developmentally disabled [ ] emotionally or behaviorally disabled

[ ] gifted [ ] learning disabled

[ ] physically disabled [ ] other?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ] ESOL

How do you become familiar with what your students already know in terms of both skills and the cultural and language resources they bring to the classroom?

Do you communicate with **parents or guardians** of students in your class? If so, how and for what reasons? Give specific examples where appropriate.

When you need **assistance** with your teaching skills or when you have **difficulties** with a student, who do you talk with (e.g. mentor teachers, other teachers, cooperating teachers, clinical supervisor, principal, professors)?

Do you coordinatelearning activities with other colleagues? If so, how? If you are a student teacher, how do you coordinate learning activities with your cooperating teacher(s)?

Adapted for by Dr. C.R. Geibelhaus from PATHWISE, 1995, with permission from Educational testing Service(ETS) University of Florida