

Ambrose University Field Experience Checklists

evidence	Learning Task/Lesson Plan Blueprint checklist
	Identifies Program of Studies outcome
	Identifies the skills student should learn through the lesson
	Describes targeted evidence of student learning
	Learning task/activity effectively supports the outcome and skills/attitudes identified
	Defines what success will look like for all students - formative assessment
	Identifies 3 components of UDL (expression, presentation and engagement)
	Sequences learning in an appropriate order for learning
	Summative assessment (product)
	Hook - review, spark inquiry, connection to previous content
	Closing - of lesson and routines through the day (finishing work, cleaning up)
	Teacher organization (materials, technology, taking up student work)
	Purpose and connection to real world
	At the end of this lesson, students will
	Evidence of Classroom management/engagement considerations
	Evidence of planning for Transitions



evidence	Instruction checklist
	Lesson delivery
	Is prepared to teach the class prior to class time
	Begins class by welcoming students with warmth and enthusiasm
	Signals important information and instructions to students when necessary
	Connects content to previous learning and/or real world examples
	Recognizes and responds to student engagement throughout the lesson
	Communicates outcomes and assessment clearly, follows up for understanding
	Frequently checks for student understanding throughout the lesson
	Incorporates differentiated strategies for student success
	Provides closure to the lesson
	Student engagement
	Begins class by piquing student interest (engaging hook, wonder, story, etc.)
	Manages student attention during learning task introduction
	Communicates clear expectations of student behaviour
	Guides students through a smooth transition
	Engages multiple perspectives and points of view in discussions
	Is attentive to student confidence and processing style
	Addresses barriers to learning as they arise (disruptive students, hands up, disorganization)



evidence	Reflection checklist
	I have identified a specific situation to explore OR
	I have identified an "I wonder " or "I used to think Now I know"…
	I have asked a meaningful question about the situation
	The content of my reflection demonstrates critical thinking about a topic related to developing understanding of practice (ex. teaching, learners, program design, assessment, community building, policies, etc.)
	I am practicing professional language and communication in my reflection
	I have related my reflection to my own professional development or understanding
	I am able to consider student and teacher experiences in my reflections
	I demonstrate a flexibility in perspectives and desire to consider viewpoints different than my own through my reflections
	I revisit my previous reflections or experiences and build on them to demonstrate growth and development as a result of my field experience