

Survey Start Date: Friday, February 19, 2010 6:35:57 PM

Survey Completed Date: Friday, February 19, 2010 6:58:13 PM

## **Observation and Progress Report\_MAT Exemplary Candidate**

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Grade Level(s)

Check at least one response.

12

Content Area Assignment (if applicable)

English

Teacher Preparation Program

Secondary Education English - MAT

Person Completing This Observation

College Supervisor

Date of Observation

2-12-10

Observation Number

1

The College Supervisor, Cooperating Teacher, and Student Teacher have conferred in the summary of the candidate's classroom performance. The selection below attests to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:

Continue with preparation for a teaching license

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## PLANNING Planning Indicators

1.The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.

-- 5 Target

2.Lesson objectives are measurable and observable.

-- 4 Acceptable

3.The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.

-- 5 Target

4.The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.

-- 6 Target

5.The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.

-- 6 Target

6.The lesson design demonstrates an accurate understanding of content.

-- 5 Target

7.The lesson is designed to engage students in meaningful instructional tasks related to content.

-- 5 Target

8.The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.

-- 4 Acceptable

9.Formative and/or summative assessments are aligned with objectives.

-- 4 Acceptable

10.The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.

-- 4 Acceptable

## Comments on Planning Indicators

Definitely highly engaging with text to world connections and use of technology!How can you

ensure what kids learned from watching the video? Can this lesson be more student-centered? Loved the QW.

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#### Implementation Indicators

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.

-- 4 Acceptable

2. The teacher candidate attends to individual student needs, including learning and behavioral issues.

-- 5 Target

3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.

-- 3 Acceptable

4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.

-- 2 Developing

5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).

-- 5 Target

6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.

-- 3 Acceptable

7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).

-- 3 Acceptable

8. The lesson is modified as needed based on formative assessment within the lesson.

-- 3 Acceptable

### Comments on Implementation Indicators

Don't mistake the "cool" factor for student learning. Too much going on today to assess what/whether students met your objectives. Excellent job connecting the videos to student curiosity-- "you guys wanted to know how Hitler did it" Like to see different kinds of assessment of readings.

### Content Indicators

1. The content of the lesson is significant and worthwhile.

-- 5 Target

2. The content of the lesson is appropriate for the developmental levels of the students in this class.

-- 5 Target

3. Students are intellectually engaged with important ideas relevant to the focus of the lesson.

-- 5 Target

4. The teacher candidate provides accurate content information and displays an understanding of important concepts.

-- 5 Target

5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.

-- 5 Target

### Comments on Content Indicators

Make sure your handout questions are not too leading and offer multiple perspectives. Excellent job connecting the concept of propaganda to pop culture and how that can support particular ideologies

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### Climate Indicators

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.

-- 5 Target

2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.

-- 5 Target

3.Active participation of all is encouraged and valued.

-- 3 Acceptable

4.The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students.

-- 5 Target

5.The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.

-- 4 Acceptable

6.Intellectual rigor, constructive criticism, and the challenging of ideas are evident.

-- 4 Acceptable

7.There was a high proportion of student-to-student communication about the content of the lesson.

-- 2 Developing

#### Comments on Climate Indicators

Very organized in collecting HW and knowing who needed to take other quiz. Great smile even though you are so sick! Talk about grace under pressure.

#### Classroom Management Indicators

1.The teacher candidate has an effective way of getting all students in the class to be attentive.

-- 4 Acceptable

2.The teacher candidate does not try to "talk over" the students.

-- 4 Acceptable

3.The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.

-- 4 Acceptable

4.The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.

-- 5 Target

5.The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.

-- 4 Acceptable

6.The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.

-- 4 Acceptable

#### Comments on Classroom Management Indicators

Kids quietly writing during set induction Make sure kids are quiet while other kids are talking/answering questions.Show awareness of what all kids are doing--even in back rows.

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#### Capsule Rating

4

#### Rationale for Capsule Rating

Creativity and engagement worked well. Like to see more emphasis on student learning (assessment).

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#### REFLECTION Reflection Indicators

1.The teacher candidate describes how s/he made decisions for planning and implementation.

-- 5 Target

2.The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.

-- 4 Acceptable

3.The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.

-- 4 Acceptable

4.The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.

-- 5 Target

5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.

-- 5 Target

#### Comments on Reflection Indicators

Kristin was very sick during her teaching but handled herself very well. Kids liked the video and the controversy. More time for digestion/discussion of videos important.

Goals Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. Note to observer: Review goals prior to next observation.

More room/time for discussion and higher order thinking skills. Timing issue--Less is more--mile wide and inch deep.

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#### Professional Behavior Indicators

1. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.

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2. The teacher candidate is on time and is prepared.

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3. The teacher candidate dresses professionally.

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4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House).

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5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.

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6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc.) and independent work in a professional manner.

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7.The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.

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8.The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.

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9.The teacher candidate is a student advocate.

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#### Comments on Professional Behavior Indicators

Not Answered

#### Technology Indicators

1.The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.

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2.The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

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3.The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).

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4.The teacher candidate demonstrates fluency with available technology systems.

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5.The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

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6.The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

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### Comments on Technology Indicators

Not Answered

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

Not Answered

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