

Observation and Progress Report

MAT_Satisfactory

College Supervisor First Name

Janet

College Supervisor Last Name

Johnson

College Supervisor Email Address

jjohnson@ric.edu

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

2-11-10

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.

-- 4 Acceptable

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.

-- 4 Acceptable

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.

-- 5 Target

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

Scaffolding is off the charts!! awesome. Excellent engagement. Connect assessments to texts and theme of ambition. Like that kids are working together.

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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.

-- 2 Developing

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

-- 5 Target

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

-- 2 Developing

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).

-- 4 Acceptable

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

-- 4 Acceptable

Comments on Implementation Indicators

Great transitions
Make sure kids understand what is meant by "character traits"
Good job going over characters ahead of time
Organization problematic at end of class--confusion about HW, Quiz, reading.

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.

-- 6 Target

Comments on Content Indicators

Great connections among the novel, MacBeth, and the case study.
Are your questions better than those provided in the case study?
Interesting that kids see only negative ramifications to cheating.
Outstanding scaffolding
Terrific choices for people who may/may not have reached American Dream

Climate Indicators

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

-- 4 Acceptable

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.

-- 5 Target

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.

-- 5 Target

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.

-- 6 Target

Comments on Climate Indicators

Kids engaged--thoughtful answers on American Dream question
Be purposeful about creating groups
Give time limits for group assignments
Kids are enjoying this--talking to each other about the handout

Classroom Management Indicators

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

-- 5 Target

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.

-- 5 Target

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

Agenda on board Kids get started right away on "Do Now" Careful about time mgmt--rushed at the end and kids may not have gotten what they were supposed to do for HW Don't hand out papers when kids are working on another task

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Capsule Rating

4

Rationale for Capsule Rating

This lesson was thoughtfully planned and well-executed. There are minor organizational issues, but overall it was excellent.

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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.

-- 5 Target

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

-- 5 Target

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

We all had similar reactions to the lesson. Strong reflective skills.

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.

Be tactical/purposeful when putting students into groups.Don't rush at the end; find ways to give HW assignments before kids start packing up.

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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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