

# FSEHD Teacher Candidate Observation and Progress Report

Teacher Candidate: [REDACTED] Emplid: \_\_\_\_\_

College Supervisor's Name: Rudolf Kraus

Cooperating Teacher's Name: [REDACTED]

Grade Level/Content Area Assignment: Physics

Cooperating School District/School: Cranston West

Person Completing This Observation (Check one):  
 College Supervisor  Cooperating Teacher

Date: 2/26/09

Observation # (Circle one): 1 2 3 4

The purpose of this instrument is to provide feedback to the teacher candidate, the college supervisor, and the teacher candidate's cooperating teacher over the course of the teacher candidate's student teaching.

- Prior to the lesson, the observer will review the teacher candidate's lesson plan.
- During the lesson, the observer should take notes and then complete SECTIONS ONE and TWO of this instrument.
- Following a post-observation conference with the teacher candidate, SECTION THREE should be completed.

Rating Scale:

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present.  The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of indicator are clearly present but are partially or ineffectively carried out.  The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement.  The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator.  The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

**ACTION**

Implementation Indicators

1. The teacher candidate arranges the environment to maximize learning in this particular lesson.
2. The teacher candidate attends to individual student needs; including learning and behavioral issues.
3. The teacher candidate uses multiple modes of assessment (formative and/or summative) to measure student learning.
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.
5. 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).
6. The lesson is modified as needed based on formative assessments.
7. The teacher candidate incorporates appropriate technical resources to support student learning.

Rating

5  
3  
2  
4  
2  
2  
4

Comments:

More Qs; esp. during lab // Missed form. Q about ellipses.

Content Indicators

1. The content of the lesson is significant and worthwhile.
2. The content of the lesson is appropriate for the developmental levels of the students in this class.
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson.
4. The teacher candidate provides accurate content information and displayed an understanding of important concepts.
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.

Rating

4  
4  
3  
3  
1

Comments:

Connect circles to astronomy.  
Explicitly say your message about scientists

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

**0 Points: Ineffective Instruction**

There is little or no evidence of student thinking or engagement with important ideas of the discipline. Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring. Students may be passive recipients of information from the teacher candidate or textbook. Material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

*Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed*

**1-2 Points: Some Elements of Effective Instruction**

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

*If this is other than a first observation, student performance at this level may be an indicator that intervention is needed.*

**3-4 Points: Effective Instruction**

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students; or the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is effective in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

**5-6 Points: Accomplished Instruction**

Instruction is purposeful and engaging for most students. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and the teacher candidate implements it well and is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and to develop their capacity to successfully "do" the discipline.

Capsule Rating (Circle one): 0    1    2    3    **4**    5    6

Rationale for Capsule Rating:

Lab good as a lab; but checking for understanding needs to be done more. I think Ss learned; but I prefer to know.

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**REFLECTION**

To be filled out post conference, based on conversation with teacher candidate.

Reflection Indicators

- |   |   |
|---|---|
| 1. The teacher candidate describes how feedback and reflection on previous lessons and observation and knowledge of his/her students impacted his/her decisions in planning and implementing this lesson. | 4 |
| 2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements based on what she saw during implementation.                      | 3 |
| 3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.   | 3 |
| 4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.   | 2 |
| 5. Based on this lesson, the teacher candidate indicates two areas of development (i.e. flexibility, pace, response to behavioral issues, etc.) she/he will focus on for the next lesson.                 | 4 |

Comments:

Help Ss self-manage. Give them the big picture; give them time outlines

Mr. [redacted]'s class

12:10 on my watch?

Anyone have any Qs?

Ss move into lab right away.

Groups working; goggle compliance is good.

Mr. [redacted] rotating around - helping groups.

12:20 - a goggle reminder...

Goggles come off when Ss done spinning.

What is the penalty for not wearing goggles?

Let Ss manage 5 time

- ~~Angular~~ What else do we want to get?

↓

Good

Open-ended question for a change.

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Astronomy is not automatically tied to circular motion

(Tell them to take notes)

\* What's an ellipse? What's a focus?

Board use —

leave them all up;

What's at the other focus? — Nothing

Follow-up Questions!

→ When is it faster?

→ Jan to Feb.

→ More teacher talking...

$$T^2 = Ka^3$$

so what? ←  $K = 2.97473 \times 10^{-19} \frac{\text{s}^2}{\text{m}^3}$

when is it due?

→  $\frac{T^2}{a^3}$  for each planet...

∴ Aha! It's always the same!



the mantle of European astronomy and prepare the way for Isaac Newton?

A prudent observer would quietly replace the shutter to the Kepler home and slink away before being seen and attacked, or, scarier still, being seen and invited to enter the household. An observer concerned with the common good of the town might wish to board up the windows and doors lest some family member escape and reproduce further (reproduction seemed to have been the only family talent). A soft-hearted observer might wish to help the family. But whom should be called first: the police, the welfare agency, an army of social workers, a minister, a doctor, a lawyer, or perhaps a fight referee?

What of the nature-nurture observers? What do they take away from this experience? How will the naturalists explain that from a father who narrowly escaped the gallows, and from a mother who equally narrowly escaped the stake, would issue the founder of modern celestial mechanics? How will they find it possible to imagine that the myopic child suffering from multiple vision would become the father of the science of modern optics? How will the naturalists explain that a genius of the first rank would emerge from the squalor of the Kepler house?

As is usually the case, both sides would claim victory. The naturalists would claim that Kepler was simply born a genius, destined for greatness, and not even the environment in which he grew up could change it. The nurturists would say that without the childhood that Kepler experienced, he would not have developed the neurotic, insecure personality that seemed very much a part of his unique brand of genius and drove him to accomplish all that he did. The answer, of course, is that there is no answer. The nature-nurture question is not a scientific one. No experiment can be performed that could falsify either theory. "Not science" doesn't imply not interesting or not important; perhaps it just means not answerable.

What possible advantage did this little urchin have? In a strange way, he benefited from the turmoil of religious conflicts and disputes sweeping Europe at the end of the sixteenth century. Although he would constantly change jobs, trying to stay one step ahead of religious wars and revolutions, and eventually he would be swept away by the tides of the Thirty Years' War, religious conflicts were responsible for strengthening the system of higher education throughout the continent of Europe. All sides realized that battles for the souls of the masses were fought from the pulpit, as well as from behind canons. It was crucial to have a literate, educated clergy in the battle, and the training grounds

for the clergy were the universities. The Lutherans controlling southern Germany realized this and developed an educational system second to none, so Kepler had excellent public educational opportunities in his native land.

It seems somewhat of a miracle that Kepler went to school at all. During his early years schooling was often interrupted. From the age of nine to eleven, he was taken out of school and put to work in the country. Not until age thirteen was he able to attend school with a purpose. His purpose: to become a Lutheran minister.

He was no happier in school than he was in his grandfather's home. Kepler was a hopeless hypochondriac, with complaints of imagined illnesses interrupted only by real sickness. In his chronicles he writes:

At the age of four I nearly died of smallpox.... My hands were badly crippled.... During the age of 14-15, I suffered continually from skin ailments, severe sores, scabs, putrid wounds on my feet which wouldn't heal and kept breaking out again. On the middle finger of my right hand I had a worm, a huge sore on the left hand.... When 16 I nearly died of a fever.... When 19 I suffered terribly from headaches and disturbances of my limbs.... I continually suffered from the mange and the dry disease.... At the age of 20 I suffered a disturbance of the body and mind....

Kepler complained of terrible hemorrhoids, which required him to work standing rather than sitting at a table. He sums up his health: "I think I am one of those people whose gall bladder has a direct opening into the stomach; such people are short lived as a rule." Kepler's chronicles read as a classic case of hypochondria. He complained that he did absolutely everything in his power to heal himself, even going so far as to bathe once in his lifetime. He did this against his better judgment after constant nagging from his wife.<sup>1</sup>

Physical ailments were not his only problem. It should not surprise anyone to learn that the sickly child from the brutal home life in Weil der Stadt was not popular at school. He was continually beaten by his classmates—Kepler writes that they were jealous of his intellectual

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