

Student Teaching Observations

Acceptable

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
 Office of School Partnerships and Field Placements
 Observation Report

PLEASE PRINT:

Student Teacher's Name _____
 College Supervisor's Name FRANCO
 Cooperating Teacher's Name R. GERVALS
 Grade Level/Content Area Assignment N. SMITHFIELD H.S.
 Cooperating School District/School W. TECH ED 9-12

Date 12-FEB-09
 Observation: 1
 2
 3

Person Completing This Observation: Cooperating Teacher

College Supervisor

Key: E Exemplary – consistent performance above expected proficiency
 C Competent - performs at expected proficiency
 D Developing – performance needs improvement
 U Unsatisfactory – performance is below expected proficiency
 N.A. Not applicable

Rhode Island College student teachers are *reflective practitioners*.

By **planning** instructional units and individual lessons, the student teacher demonstrates mastery of **knowledge**, skill in **pedagogy**, and respect for **diversity**.

(RIBTS)

- | | | |
|-----|---|----------|
| (1) | The student teacher plans integrated units and lessons | <u>C</u> |
| (2) | The student teacher selects appropriate content, teaching models, instructional strategies, and materials | <u>D</u> |
| (3) | The student teacher plans developmentally appropriate instructional opportunities | <u>D</u> |
| (4) | The student teacher lessons include plans for diverse learner needs | <u>-</u> |
| (9) | The student teacher uses formal and informal assessment strategies | <u>-</u> |

Please comment on the student teacher's competency in content knowledge and in lesson and unit planning.

Student Teacher's Name _____

Lesson delivery is where preparation is translated into **action**. Rhode Island College student teachers actively display their content **knowledge**, skill in **pedagogy**, respect for **diversity**, and **professionalism**.

(RIBTS)

- | | | |
|------|---|----------|
| (5) | The student teacher plans instructional opportunities that encourage critical thinking, problem solving, and performance skills | <u>D</u> |
| (6) | The student teacher creates a positive learning environment that fosters student involvement and collaboration | <u>D</u> |
| (6) | The student teacher implements a variety of classroom management techniques, as needed | <u>D</u> |
| (8) | The student teacher demonstrates effective oral and written communication skills | <u>D</u> |
| (9) | The student teacher uses formal and informal assessment strategies to assess student learning | <u>D</u> |
| (11) | The student teacher projects a professional image, and interacts in a professional manner
With colleagues, students, parents, and others | <u>D</u> |

Please comment on the student teacher's performance in the classroom.

Student Teacher's Name _____

Outside the classroom, Rhode Island College student teachers **reflect** on their **pedagogy** and extend their **professionalism** to the school, community, and learned societies.

(RIBTS)

- | | | |
|------|---|-----------|
| (7) | The student teacher works collaboratively with his/her cooperating teacher, and classroom paraprofessionals | <u>BC</u> |
| (10) | The student teacher accepts constructive criticism from his/her cooperating teacher, and college supervisor | <u>C</u> |
| (10) | The student teacher implements suggestions from his/her cooperating teacher and College supervisor for improving teaching | <u>C</u> |
| (10) | The student teacher assesses his/her own teaching through reflection and analysis, and suggests solutions to identified concerns | <u>C</u> |
| (11) | The student teacher follows school policy and procedures, and follows local, state and federal law pertaining to educational and instructional issues | <u>C</u> |
| (11) | The student teacher interacts with students, colleagues, parents, and others in a professional manner | <u>C</u> |

Please comment on the student teacher's reflective skills and professional demeanor.

Student Teacher: [REDACTED]

1. Description of teaching activity:

ACTIVITY 1: INDIVIDUAL CONSTRUCTIVE PROJECTS.

ACTIVITY 2: GROUP ASSESSMENTS OF TEAM PROJECTS.
(PROJECT = CREATE AN ADVERTISEMENT IN VIDEO/AUDIO FORMAT)

2. Evaluation of classroom performance, including suggestions, recommendations and comments.

Michael performed adequately. He was effective, but could have better structured the context to promote more focused + effective student input + critical analyses.

Cooperating Teacher's Signature

College Supervisor's Signature

Student Teacher's Signature

Date

Date

Date

13 Feb 09

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Office of School Partnerships and Field Placements
Observation Report

PLEASE PRINT:

Student Teacher's Name _____ Date 2-11-09
College Supervisor's Name FRANK FARINELLA Observation: 1
Cooperating Teacher's Name ROBERT GERVAIS 2
Grade Level/Content Area Assignment HS TECH-ED 3
Cooperating School District/School N. SMITHFIELD

Person Completing This Observation: Cooperating Teacher College Supervisor

Key: E Exemplary – consistent performance above expected proficiency
C Competent - performs at expected proficiency
D Developing – performance needs improvement
U Unsatisfactory – performance is below expected proficiency
N.A. Not applicable

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By **planning** instructional units and individual lessons, the student teacher demonstrates mastery of **knowledge**, skill in **pedagogy**, and respect for **diversity**.

(RIBTS)

- (1) The student teacher plans integrated units and lessons D
- (2) The student teacher selects appropriate content, teaching models, instructional strategies, and materials D
- (3) The student teacher plans developmentally appropriate instructional opportunities C
- (4) The student teacher lessons include plans for diverse learner needs D
- (9) The student teacher uses formal and informal assessment strategies D

Please comment on the student teacher's competency in content knowledge and in lesson and unit planning.

- CONTENT KNOWLEDGE IS ADEQUATE
- LESSON AND UNIT PLANNING IS IMPROVING FROM THE PREVIOUSLY ADEQUATE WORK

Student Teacher's Name _____

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(RIBTS)

- | | | |
|------|---|----------|
| (5) | The student teacher plans instructional opportunities that encourage critical thinking, problem solving, and performance skills | <u>D</u> |
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| (6) | The student teacher implements a variety of classroom management techniques, as needed | <u>D</u> |
| (8) | The student teacher demonstrates effective oral and written communication skills | <u>C</u> |
| (9) | The student teacher uses formal and informal assessment strategies to assess student learning | <u>D</u> |
| (11) | The student teacher projects a professional image, and interacts in a professional manner
With colleagues, students, parents, and others | <u>D</u> |

Please comment on the student teacher's performance in the classroom.

OVERALL PERFORMANCE HAS BEEN / IS SATISFACTORY. MORE WORK WILL BE NECESSARY IN CREATING "FULL" UNITS OF INSTRUCTION. AT THIS TIME, MY EXPECTATIONS ARE THAT MICHAEL WILL SEE THE NEED TO THINK BEYOND TOMORROW IN HIS PLANNING.

Student Teacher's Name _____

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(RIBTS)

- | | | |
|------|---|----------|
| (7) | The student teacher works collaboratively with his/her cooperating teacher, and classroom paraprofessionals | <u>E</u> |
| (10) | The student teacher accepts constructive criticism from his/her cooperating teacher, and college supervisor | <u>E</u> |
| (10) | The student teacher implements suggestions from his/her cooperating teacher and College supervisor for improving teaching | <u>E</u> |
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| (11) | The student teacher interacts with students, colleagues, parents, and others in a professional manner | <u>E</u> |

Please comment on the student teacher's reflective skills and professional demeanor.

IN REGARDS TO PROFESSIONALISM, I HAVE NO COMPLAINTS,
SAVE THE FACTOR OF HIS ATTIRE.

Student Teacher _____

1. Description of teaching activity:

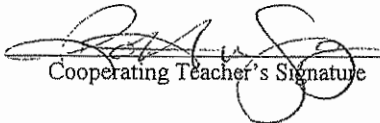
TITLE: SECONDARY INTRODUCTION INTO A LAB UNIT ON PROGRAMMING AND ENGINEERING IN ROBOTICS.

OBJECTIVE: TO ENGAGE STUDENTS IN THE APPLICATION OF A PREVIOUSLY LEARNED SET OF ENGINEERING SKILLS.

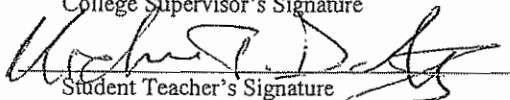
ACTIVITY: HAVE STUDENTS PLAN OUT FOR THE COMPLETION OF AN ENGINEERING CHALLENGE TO INCLUDE: SKETCHES, CODING, AND A WRITTEN PROPOSAL

2. Evaluation of classroom performance, including suggestions, recommendations and comments.

- CLASSROOM PERFORMANCE PROVED ADEQUATE IN SO FAR AS ENGAGING STUDENTS, DISCUSSING CONTENT, AND SPARKING INTEREST.
- EXCELLENT JOB IN DISPLAYING EXAMPLES FOR GENERATIVE THOUGHT.
- RECOMMENDATION: TO FULLY UNDERSTAND THE INTENT OF THE LESSON.


Cooperating Teacher's Signature

2-11-09
Date

College Supervisor's Signature

Student Teacher's Signature

Date
2-11-09
Date

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Office of School Partnerships and Field Placements
Observation Report

PLEASE PRINT:

Student Teacher's Name _____
College Supervisor's Name FRANK FARINELLA
Cooperating Teacher's Name ROBERT GERVAIS
Grade Level/Content Area Assignment 9-12 TECH-ED
Cooperating School District/School N-SMITHFIELD

Date 3-18-09
Observation: 1
2
3

Person Completing This Observation: Cooperating Teacher College Supervisor

Key: E Exemplary – consistent performance above expected proficiency
C Competent - performs at expected proficiency
D. Developing – performance needs improvement
U Unsatisfactory – performance is below expected proficiency
N.A. Not applicable

Rhode Island College student teachers are *reflective practitioners*.

By planning instructional units and individual lessons, the student teacher demonstrates mastery of knowledge, skill in pedagogy, and respect for diversity.

(RIBTS)

- (1) The student teacher plans integrated units and lessons C
- (2) The student teacher selects appropriate content, teaching models, instructional strategies, and materials E
- (3) The student teacher plans developmentally appropriate instructional opportunities E
- (4) The student teacher lessons include plans for diverse learner needs C
- (9) The student teacher uses formal and informal assessment strategies C

Please comment on the student teacher's competency in content knowledge and in lesson and unit planning.

- LESSON PLANS ARE DEVELOPING NICELY.
- AT THE CURRENT RATE OF PROGRESSION, IT IS ANTICIPATED THAT ALL LESSONS WILL BECOME EXEMPLARY WINDOWS TO STUDENT LEARNING.

Student Teacher's Name _____

Lesson delivery is where preparation is translated into **action**. Rhode Island College student teachers actively display their content **knowledge**, skill in **pedagogy**, respect for **diversity**, and **professionalism**.

(RIBTS)

- | | | |
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| (6) | The student teacher creates a positive learning environment that fosters student involvement and collaboration | <u>E</u> |
| (6) | The student teacher implements a variety of classroom management techniques, as needed | <u>E</u> |
| (8) | The student teacher demonstrates effective oral and written communication skills | <u>E</u> |
| (9) | The student teacher uses formal and informal assessment strategies to assess student learning | <u>C</u> |
| (11) | The student teacher projects a professional image, and interacts in a professional manner
With colleagues, students, parents, and others | <u>C</u> |

Please comment on the student teacher's performance in the classroom.

- CLASSROOM PERFORMANCE HAS BECOME MORE IMPRESSIVE.
- THE LEVEL OF CONFIDENCE IS EVIDENT AND SUPPORTS THE CONTROL THAT MICHAEL HAS OVER THE CLASSROOM

Student Teacher's Name _____

Outside the classroom, Rhode Island College student teachers **reflect** on their **pedagogy** and extend their **professionalism** to the school, community, and learned societies.

(RIBTS)

- | | | |
|------|---|----------|
| (7) | The student teacher works collaboratively with his/her cooperating teacher, and classroom paraprofessionals | <u>E</u> |
| (10) | The student teacher accepts constructive criticism from his/her cooperating teacher, and college supervisor | <u>E</u> |
| (10) | The student teacher implements suggestions from his/her cooperating teacher and College supervisor for improving teaching | <u>E</u> |
| (10) | The student teacher assesses his/her own teaching through reflection and analysis, and suggests solutions to identified concerns | <u>E</u> |
| (11) | The student teacher follows school policy and procedures, and follows local, state and federal law pertaining to educational and instructional issues | <u>E</u> |
| (11) | The student teacher interacts with students, colleagues, parents, and others in a professional manner | <u>E</u> |

Please comment on the student teacher's reflective skills and professional demeanor.

- MICHAEL'S REFLECTIONS HAVE CLEARLY MADE AN IMPACT ON HIS TEACHING. STUDENTS ARE MORE ENGAGED AS WELL AS ACTIVELY INVOLVED IN THEIR LEARNING.

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Office of School Partnerships and Field Placements
Observation Report

PLEASE PRINT:

Student Teacher's Name [REDACTED]
College Supervisor's Name FARINELLA
Cooperating Teacher's Name R. GERVALS
Grade Level/Content Area Assignment H.S. (9-12) TECHNOLOGY EDUCATION
Cooperating School District/School NORTH SMITHFIELD

Date March 17, 2009
Observation: 1
2
3

Person Completing This Observation: Cooperating Teacher College Supervisor

Key: E Exemplary – consistent performance above expected proficiency
 C Competent - performs at expected proficiency
 D Developing – performance needs improvement
 U Unsatisfactory – performance is below expected proficiency
 N.A. Not applicable

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By planning instructional units and individual lessons, the student teacher demonstrates mastery of knowledge, skill in pedagogy, and respect for diversity.

(RIBTS)

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| (1) The student teacher plans integrated units and lessons | <u>C</u> |
| (2) The student teacher selects appropriate content, teaching models, instructional strategies, and materials | <u>D</u> |
| (3) The student teacher plans developmentally appropriate instructional opportunities | <u>U</u> |
| (4) The student teacher lessons include plans for diverse learner needs | <u>A</u> |
| (9) The student teacher uses formal and informal assessment strategies | <u>C</u> |

Please comment on the student teacher's competency in content knowledge and in lesson and unit planning.

MICHAEL HAS BEEN RELIANT ON PLANS THAT ARE AVAILABLE AND/OR HAVE PREVIOUSLY BEEN IMPLEMENTED. THE COOPERATING TEACHER WILL BEGIN TO REQUIRE MICHAEL TO DEVELOP UNIQUE LESSONS, ACTIVITIES AND MATERIALS.

Student Teacher's Name _____

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(RIBTS)

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| (9) | The student teacher uses formal and informal assessment strategies to assess student learning | <u> U </u> |
| (11) | The student teacher projects a professional image, and interacts in a professional manner
With colleagues, students, parents, and others | <u> U </u> |

Please comment on the student teacher's performance in the classroom.

MICHAEL IS WELL ACCEPTED BY STUDENTS. HE PERFORMS WELL IN A LOWER-STRUCTURED INSTRUCTIONAL MODEL. MICHAEL IS IMPROVING IN ELICITING CONSTRUCTIVE INVOLVEMENT OF STUDENTS IN LARGE GROUP, HIGHER STRUCTURED MODELS. (FORMATS)

Student Teacher's Name _____

Outside the classroom, Rhode Island College student teachers reflect on their pedagogy and extend their professionalism to the school, community, and learned societies.

(RIBTS)

- | | | |
|------|---|--------------|
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| (11) | The student teacher interacts with students, colleagues, parents, and others in a professional manner | <u> C </u> |

Please comment on the student teacher's reflective skills and professional demeanor.

MICHAEL HAS TAKEN FULL ADVANTAGE OF THE PERSONAL DEVELOPMENT OPPORTUNITIES THAT THIS PLACEMENT HAVE PROVIDED TO/FOR HIM.

Student Teacher _____

1. Description of teaching activity:

SESSION I : INDIVIDUAL PROJECTS .

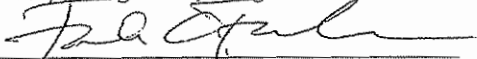
SESSION II : LARGE GROUP INFORMATION SESSION
FOLLOWED BY RELATED SMALL TEAM
PROJECTS .

2. Evaluation of classroom performance, including suggestions, recommendations and comments.

INDIVIDUAL PROJECTS - WELL DONE .

LARGE GROUP FORMAT - good content selection,
NEEDED BETTER FOCUS ON
MAINTAINING GROUP ENTHUSIASM .

Cooperating Teacher's Signature



College Supervisor's Signature

Date

23 March 2009

Date

Student Teacher's Signature

Date

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Office of School Partnerships and Field Placements
Observation Report

PLEASE PRINT:

Student Teacher's Name [REDACTED] Date 5-1-09
 College Supervisor's Name F. FARINELLA Observation: 1
 Cooperating Teacher's Name R. GERVAS 2
 Grade Level/Content Area Assignment 9-12 TECH-ED 3
 Cooperating School District/School N. SMITHFIELD

Person Completing This Observation: Cooperating Teacher College Supervisor

Key: E Exemplary – consistent performance above expected proficiency
 C Competent - performs at expected proficiency
 D Developing – performance needs improvement
 U Unsatisfactory – performance is below expected proficiency
 N.A. Not applicable

Rhode Island College student teachers are *reflective practitioners*.

By **planning** instructional units and individual lessons, the student teacher demonstrates mastery of **knowledge**, skill in **pedagogy**, and respect for diversity.

(RIBTS)

- | | | | |
|-----|---|----------|---|
| (1) | The student teacher plans integrated units and lessons | <u>C</u> | 3 |
| (2) | The student teacher selects appropriate content, teaching models, instructional strategies, and materials | <u>E</u> | 4 |
| (3) | The student teacher plans developmentally appropriate instructional opportunities | <u>E</u> | 4 |
| (4) | The student teacher lessons include plans for diverse learner needs | <u>C</u> | 3 |
| (9) | The student teacher uses formal and informal assessment strategies | <u>E</u> | 4 |

Please comment on the student teacher's competency in content knowledge and in lesson and unit planning.

18

3.6

LESSONS WERE PLANNED WELL TO INCLUDE ASSESSMENT
 OF ALL LEARNERS / LEVELS. AS A RESULT, ALL STUDENTS HAVE
 BEEN ENGAGED AND EXCITED ABOUT THEIR LEARNING.

Student Teacher's Name _____

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(RIBTS)

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| (8) | The student teacher demonstrates effective oral and written communication skills | <u>E</u> |
| (9) | The student teacher uses formal and informal assessment strategies to assess student learning | <u>E</u> |
| (11) | The student teacher projects a professional image, and interacts in a professional manner
With colleagues, students, parents, and others | <u>E</u> |

Please comment on the student teacher's performance in the classroom.

3.8

MICHAEL'S Demeanor IS ALWAYS PROFESSIONAL. HIS APPROACH TO INTERACTION WITH STUDENTS IS ALWAYS POSITIVE AND THIS IS EVIDENT IN THE RESPONSIVENESS OF HIS LEARNERS.

Student Teacher's Name _____

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(RIBTS)

- | | | |
|------|---|----------|
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Please comment on the student teacher's reflective skills and professional demeanor.

4.0

EVERYTHING THAT HAS BEEN EXPECTED OF MICHAEL HAS BEEN EXPEDITED WITH EASE AND ACCURACY. HE WILL CONTINUE, I'M SURE, TO BE A TEAM PLAYER WHO EXUDES PROFESSIONALISM IN HIS ENDEAVORS.

Student Teacher _____

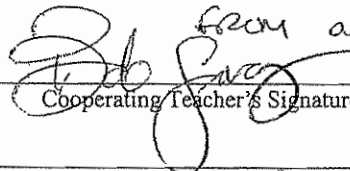
1. Description of teaching activity:

Autism Programming Lesson

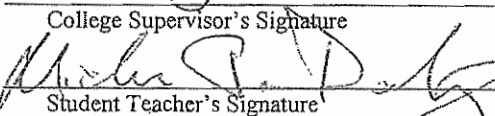
- STUDENTS LEARNED TO DEVELOP A "SPLIT CODE" CONSISTING OF AUTONOMOUS + USER CONTROL
- LESSON WAS BROKEN DOWN FOR PRIOR KNOWLEDGE CONNECTIONS. THIS REALLY HELPED THE POPULATION WITH IEP'S

2. Evaluation of classroom performance, including suggestions, recommendations and comments.

- MICHAEL DID A GREAT JOB WITH SCAFFOLDING THE LESSON TO GIVE EVERY STUDENT THE OPPORTUNITY TO UNDERSTAND COMPUTER PROGRAMMING
- MY ONLY SUGGESTION WOULD BE TO USE MORE EXAMPLES FROM OUR OWN KITS IN THE CLASSROOM


Cooperating Teacher's Signature

5-7-09
Date

College Supervisor's Signature

Student Teacher's Signature

Date
5-7-2009
Date

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
 Office of School Partnerships and Field Placements
 Observation Report

PLEASE PRINT:

Student Teacher's Name [REDACTED]
 College Supervisor's Name FRANK GLO
 Cooperating Teacher's Name R. G. GRIFFIN
 Grade Level/Content Area Assignment 9-12
 Cooperating School District/School ROBERT H. MERRILL

Date APRIL 28
 Observation: 1
2
3

Person Completing This Observation: Cooperating Teacher College Supervisor

Key: E Exemplary – consistent performance above expected proficiency
 C Competent - performs at expected proficiency
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(RIBTS)

- | | | |
|-----|---|------------|
| (1) | The student teacher plans integrated units and lessons | <u>C</u> 3 |
| (2) | The student teacher selects appropriate content, teaching models, instructional strategies, and materials | <u>C</u> 3 |
| (3) | The student teacher plans developmentally appropriate instructional opportunities | <u>C</u> 3 |
| (4) | The student teacher lessons include plans for diverse learner needs | <u>C</u> 3 |
| (9) | The student teacher uses formal and informal assessment strategies | <u>C</u> 3 |

Please comment on the student teacher's competency in content knowledge and in lesson and unit planning.

Mike has worked diligently to develop these competencies.

3 AVG

Student Teacher's Name _____

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(RIBTS)

- | | | |
|------|--|----------|
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| (6) | The student teacher creates a positive learning environment that fosters student involvement and collaboration | <u>5</u> |
| (6) | The student teacher implements a variety of classroom management techniques, as needed | <u>5</u> |
| (8) | The student teacher demonstrates effective oral and written communication skills | <u>5</u> |
| (9) | The student teacher uses formal and informal assessment strategies to assess student learning | <u>5</u> |
| (11) | The student teacher projects a professional image, and interacts in a professional manner With colleagues, students, parents, and others | <u>5</u> |

3

Please comment on the student teacher's performance in the classroom.

The Cooperating teacher reports that Mike has improved in these areas and is now capable of providing solid leadership in the classroom + relate.

Student Teacher's Name _____

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(RIBTS)

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3

Please comment on the student teacher's reflective skills and professional demeanor.

Mike has developed intrinsic motivation to perform well + wants to improve continuously

Student Teacher _____



1. Description of teaching activity:

Final Project - coaching + individualized instruction.

2. Evaluation of classroom performance, including suggestions, recommendations and comments.

good work !!

Cooperating Teacher's Signature

[Handwritten Signature]

College Supervisor's Signature

Date

[Handwritten Date]

Date

Student Teacher's Signature

Date