

Student Teaching Observations

Exemplary

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 Tim McGee
 Grade Level/Content Area Assignment Technology Education 9-12
 Cooperating School District/School North Smithfield

Date 4/24/08
 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.

(RIETS)

- (1) The student teacher plans integrated units and lessons E
- (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 E
- (9) The student teacher uses formal and informal assessment strategies E

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

Tom is a very organized instructor. It is obvious that he spent a great deal of time preparing his lesson. Tom had handouts for each student along with a spread sheet of student's progress. The lesson was called "The Science of Speed." Tom used CO₂ propelled cars designed by the students - & raced them on a track designed for this purpose. He incorporated math in his lesson as well as probability. He designed & built a propulsion model which predicted how each car would perform. Tom introduced aerodynamics by testing cars in a shop built wind tunnel which he designed. Tom also worked along school with a special education student that required more time on task. He had all students reflect on the process of predict how they may improve their

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>E</u> |
| (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>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.

Tom gathered the class together to discuss how to create a fast car. He challenged students to compare cars & gain ideas which would improve their CO₂ car. The students were excited about the challenge & Tom fostered an environment that promoted students to share ideas & strategies. He treated each student with respect & gave students multiple opportunities to be successful. Tom's lesson plan closely followed the actual lesson delivered. He took some opportunities that came up, such as cars not going straight, - to introduce concepts such as friction. He gave students the opportunity to design, paint, & finish their cars in a manner which reflected their unique personality & learning style. He wrapped up the lesson by providing each student with a results sheet which they could see their standings in class for the car race. He then gave them an opportunity to correct & modify their vehicle.

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> |

4.0

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

I feel Tom is a model student teacher. He is polite, considerate & hard working. He asks appropriate questions throughout his stay at No. Smithfield. He has been accepted by our department as a member of our staff. All faculty members within our department have expressed how Tom will be missed when his course work is complete. Tom quickly learned the names of many faculty members & constantly asked for feedback from a variety of staff members. It is obvious he wanted to improve as an educator. He truly cares about the students he has. One example to demonstrate this is, after a fire destroyed a student's home, he volunteered his band to be the feature act for a major fundraiser. Tom constantly was seeking ways to be available to his students. We spent many hours after school researching new software & learning the programs. Tom is not afraid to spend hours in order to be a better teacher. His dedication & hard work is very obvious.

Student Teacher _____

1. Description of teaching activity:

The lesson we observed was the racing of CO² propelled race cars in a Fabrication Technology course. The students were excited to see how their vehicles would perform. This is the culminating event of "The Science of Speed."

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

Tom's lesson was excellent. The students were excited & anxious to watch their cars race. Tom had the students' attention for the entire period. The students showed respect for Mr. Petteruti. Tom managed the classroom very well - He was mindful of time & what he had to accomplish before the end of the period.

Timothy McElreath

Cooperating Teacher's Signature

4/24/08

Date

Frank Karanella (TM)

College Supervisor's Signature

4/24/08

Date

Student Teacher's Signature

04/24/08

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 2/8/08
 College Supervisor's Name Frank Perrinella Observation: 1
 Cooperating Teacher's Name Tim McGee 2
 Grade Level/Content Area Assignment 9-12 - Technology Education 3
 Cooperating School District/School North Smithfield High School

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)

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

Prior to delivering this lesson, Tom asked for clarification of certain aspects he was unsure of. He quickly mastered techniques needed to move forward. He is a quick study. The technology area is so diverse, I explained to Tom, he will be constantly learning. He has an excellent foundation of the Technology Education Area. He planned an elaborate lesson. Although some concepts were new to him before the actual lesson, he delivered the lesson as though he knew the material for years.

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**.

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| (5) | The student teacher plans instructional opportunities that encourage critical thinking, problem solving, and performance skills | <u>C</u> |
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| (6) | The student teacher implements a variety of classroom management techniques, as needed | <u>C</u> |
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| (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>E</u> |

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

I am very impressed with Tom's classroom management skills. Students interact with him very positively. He is friendly yet requires his students to master his lesson. He offers assistance to those that require help. He is extremely organized & conscientious.

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>C</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.

After Tom conducted his lesson, he went around the class to be sure each student understood what was expected. He helped students that did not grasp the initial concept quickly. Tom treats all students with respect. His concern for all students is evident. Tom interacts with the staff of North Smithfield High School very well. In the short time he has been here, many staff members, including all department members, have offered to assist him in any way they can. This is a reflection of Tom's likeable personality + willingness to perfect his craft.

1. Description of teaching activity:

On February 8th, Tom conducted a lesson in the Computer Drafting course dealing with section views of machine parts. He first introduced the concept using visual models. He further explained the rationale for them & showed several examples. Once the concept was explained, using the interactive whiteboard he proceeded to draw an object and invited the class to join in. He encouraged students to participate during his lecture & during the drawing.

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

Tom shows great maturity while delivering his lesson. Students interact well with his teaching style. He is well prepared and uses a variety of strategies to reach all students. I admire the way he asks questions that require students to think about why they are learning this information. The lesson was thorough & well planned. Tom's execution was excellent.

Tom McLee
Cooperating Teacher's Signature

2/8/08
Date

College Supervisor's Signature
Thomas Peters
Student Teacher's Signature

Date
02/08/08
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 Thomas
 College Supervisor's Name F. FARINELLA
 Cooperating Teacher's Name TIMOTHY MCGEE
 Grade Level/Content Area Assignment 9-12 TECH ED.
 Cooperating School District/School NORTH SMITHFIELD

Date 28 Feb 2008
 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)

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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>C</u> |
| (3) | The student teacher plans developmentally appropriate instructional opportunities | <u>C</u> |
| (4) | The student teacher lessons include plans for diverse learner needs | <u>C</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.

Thomas has demonstrated his broad based competencies in a variety of teaching and support assignments.

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>C</u> |
| (6) | The student teacher creates a positive learning environment that fosters student involvement and collaboration | <u>C</u> |
| (6) | The student teacher implements a variety of classroom management techniques, as needed | <u>C</u> |
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| (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.

Thomas has taken on both teaching assignments and also development assignments including student activities and the school-wide website upgrade.

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>C</u> |
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| (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.

The cooperating teacher reports that Thomas is contributing to school and department outcomes beyond the expected teaching role.

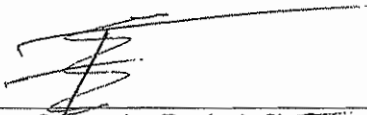
Student Teacher _____

1. Description of teaching activity:

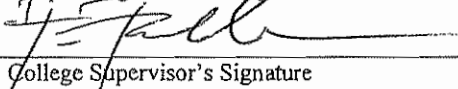
Web design course, ... students enjoyed in activity-based tasks.

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

well organized; solid student-teacher interaction; good outcomes.



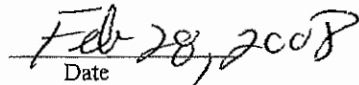
Cooperating Teacher's Signature



College Supervisor's Signature

Student Teacher's Signature

Date



Date

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 _____ Date 3/20/07
 College Supervisor's Name Frank Foranelli Observation: 1
 Cooperating Teacher's Name Tim McGee 2
 Grade Level/Content Area Assignment 9-12 3
 Cooperating School District/School North Smithfield School Dept.

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)

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

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

Thomas consistently delivers well thought out lessons. He prepares by using a variety of techniques including powerpoint slide shows which he posts on the computer network. Tom has made an effort to adapt to a variety of learning styles within the class & constantly strives to improve. It is evident he knows the material well & expects his students to work hard.

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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| (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.

Tom does an exceptional job fostering higher order thinking. He constantly encourages students to find the answers on their own with his occasional guidance. He gives out assignments & follows up with white board lessons & then posts information on the network for students to review when needed. He grades students by written corrected work as well as the effort students are making. He is constantly aware of troubled students & strives to reach them. Tom has become a welcome sight at our school. Several students have developed a positive relationship & Tom shares his knowledge of music, a talent he loves to help others with. This is especially evident during the advisory period. Students & faculty alike enjoy having Tom in our educational community.

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 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.

Tom constantly reflects on lessons he has delivered. He also often asks pertinent questions when appropriate. When suggestions are made, he digests the information & it is evident he incorporates these in his lessons. He is aware of local & state laws, for example, during the webpage course, students pictures are not to be used without permission. He is well aware of his boundaries & limitations & what he is responsible for. He treats the students & staff with great respect & ~~as~~ as a result, gets them respect in return.

Student Teacher _____

1. Description of teaching activity:

Tom teaches a web page design course. During this lesson, he had students, working in pairs, develop assigned pages following a format he has developed.

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

Tom's students worked the entire period. They asked appropriate questions throughout the period. He spent time with each student & offered advice & suggestions as they worked. The objective was clear & students responded well. Tom should continue doing as he is.

Timothy M. McLee
Cooperating Teacher's Signature

3/21/08
Date

College Supervisor's Signature
Chris Decker
Student Teacher's Signature

Date
3/21/08
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 1 - Frazinella
 Cooperating Teacher's Name Tim McGee
 Grade Level/Content Area Assignment 9-12
 Cooperating School District/School North Smithfield, RI

Date April 3, 2008
 Observation: 1
2
3

Person Completing This Observation: _____ Cooperating Teacher

College Supervisor

Key: O performing above expected proficiency
 S performing at expected proficiency
 N.I. needs improvement
 N.A. not applicable
 U performing below expected proficiency

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

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

Well organized, solid planning, goals + outcomes, constant beneficial feedback

Student Teacher's Name

Farinella

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(RIBTS)

- | | | |
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| (11) | The student teacher projects a professional image, and interacts in a professional manner
With colleagues, students, parents, and others | <u>0</u> |

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

*Very impressive student-content interaction.
Students engaged, motivated, productive.*

Student Teacher's Name

Fanniella

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 C
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- (11) The student teacher follows school policy and procedures, and follows local, state and federal law pertaining to educational and instructional issues S
- (11) The student teacher interacts with students, colleagues, parents, and others in a professional manner C

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

Tom has become a valued "member" of the school community. Students and staff seek him out for ideas.

Teacher

Farmella

1. Description of teaching activity:

Web-design project: Students are engaged in a total renewal project focused on the North Smithfield School System's Web-site.

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

Very well done !!

Cooperating Teacher's Signature

Farmella

College Supervisor's Signature

Date

April 3, 2008

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 _____ Date April 23, 2008
College Supervisor's Name Frank Marinella Observation: 1
Cooperating Teacher's Name Tim McGee 2
Grade Level/Content Area Assignment High School 9-12 3 **
Cooperating School District/School North Smithfield

Person Completing This Observation: Cooperating Teacher College Supervisor **

Key: O performing above expected proficiency
 S performing at expected proficiency
 N.I. needs improvement
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| (1) | The student teacher plans integrated units and lessons | S |
| (2) | The student teacher selects appropriate content, teaching models, instructional strategies, and materials | S |
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| (9) | The student teacher uses formal and informal assessment strategies | S |

3.0

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

Thomas has worked very diligently to plan and carry out the instruction that has been assigned. He has introduced methods and content that have exceeded the expectations of his faculty peers.

Student Teacher's Name :

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(RIBTS)

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| (11) | The student teacher projects a professional image, and interacts in a professional manner
With colleagues, students, parents, and others | O |

21

3.5

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

Thomas has demonstrated competence and maturity in and out of the classroom that have generated respect from students and staff.

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 | O |

3.5

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

During the period of this student teaching experience, Tom has gained the respect and admiration of school staff, students and members of the North Smithfield community. He has volunteered to become directly involved in a community-school charity project, has worked cooperatively with members from throughout the school system in redesigning the System's web site, and has taken on duties beyond those expected of a student teacher.

Student Teacher

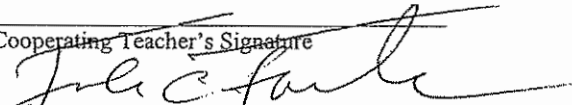
1. Description of teaching activity:

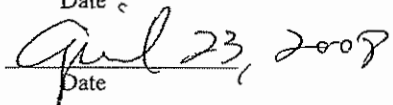
Computer based Drafting and Design course
Problem focused Transportation and Energy Technologies project

Constructivist methods, team focused student involvement, outcomes based activities.

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

Very well organized; excellent lower structured teaching/learning model

Cooperating Teacher's Signature

College Supervisor's Signature

Date

Date

Student Teacher's Signature

Date