Butler Student Teacher Observation Feedback

This checklist should be used to document the student teacher’s progress throughout the semester. It is meant to support the midterm and final evaluations. Further definition of each indicator below can be found on the evaluation form.

For each area please use the following ratings: Check—if you have observed this  NA - not applicable for this observation. Areas not checked should be the focus for the student teacher’s attention in the following weeks.

Lesson Description: This lesson was created to introduce the students to the executive branch of government, specifically the presidency. I created a text set so the students can research and share what they have found about executive qualifications & responsibilities, interesting facts, and current issues that face the president. After uncovering this information from several sources, we had an open discussion on what some of the informal qualifications were to be president.

I. CONTENT

Core Value of Teaching, Learning and Mentoring: The student teacher knows the subject matter and is able to teach it clearly to others.

The student teacher:

( X ) Explains skills and concepts clearly and is able to restate concepts in several ways when appropriate/needed. Connections to other parts of the curriculum and/or disciplines are made.

(X) Connects subject matter to students' lives/experience and prerequisite knowledge

Notes: In this lesson, I chose to prompt the students to research the content and teach one another about their findings. This clip features the beginning of my lesson so I am not necessarily teaching anything yet. Towards the end of the lesson, I offer prompts and additional information concerning the research findings of the Pike students. In my lesson introduction, I asked the students to find interesting facts about a president that they could relate to. This made things much more meaningful to them during their presentation.

II. DEVELOPMENTALLY APPROPRIATE TEACHING

Core Value of Teaching, Learning and Mentoring: The student teacher understands how students this age grow and develop and uses that knowledge to support learning.

The student teacher:

(X) Gears instruction so that students are not frustrated by the level of the content, skills, or activities by taking into account the cognitive, social, physical and emotional needs of this age group.

( X) Makes an effort to get to know students personally, cultivates interactions that are mutually respectful and takes the students age and culture into consideration.

Notes:
I previewed all the resources in the text set to make sure that the content was developmentally appropriate for seniors. Although, this short slip does not show it, I was able to interact with students and discover some of their interests associated with the content. Now that I reflect on it, I could have included more resources that were academically rigorous, but I did not think that they would be able to digest the content in such a short time frame.

III. LEARNING STYLES Core Value of Diversity and Similarity: The student teacher accounts for the different ways that adolescents learn, including their cultural differences.

The student teacher:

( X ) Demonstrates belief that all children can succeed and persists in helping all children achieve success
( X ) Differentiates instruction to meet the needs of students by making appropriate adaptations and/or modifications. This includes seeking collegial support (special education teacher, social worker, etc.) for students who may need remediation, enrichment or specific goals as listed in educational plans such as an IEP.
( N/A ) Uses materials which incorporate positive images of many cultures/races and considers the interests of students in planning and instruction.
( N/A ) Utilizes an effective system to maintain information on student learning progress

Notes:

The text set that I created included an array of sources such as young adult picture books, newspaper articles, slide show presentations, textbooks, and primary resources. By giving the students choice, I was able to differentiate instruction to their personal capabilities. This strategy would be resourceful for ESL and special needs students who may not be strong readers. This also gave

IV. INSTRUCTIONAL STRATEGIES
Core Value of Theory, Practice, and Collaboration: The student teacher uses a wide array of teaching techniques.

The student teacher:

( X ) Utilizes a variety of instructional techniques in which both the learning activity and materials/resources are appropriate for both the instructional goal and effective student learning.
( X ) Demonstrates appropriate use of media/technology to enhance instruction and incorporates students' use of technology into learning activities

Notes:

For this activity, I explained to the students that they would be doing a jigsaw activity and then presenting their work on circle frame map (Frayer model). I provided a printed circle frame map as a guided note sheet. I also created a large one on the chalkboard so each group could choose a scribe in order to fill in their space while they present their findings. I also tried to

V. COMMUNICATION
Core Value of Teaching, Learning, and Mentoring: The student teacher fosters positive communication and supportive interaction among students and models good communication skills.

The student teacher:
(X) Models clear oral and written communication and reflects responsiveness to students and/or their families’ questions/concerns.

( ) Thoughtful questions and higher level thinking are a part of instruction and discussion

( X) Facilitates instruction so that it results in positive social interaction between students and meaningful learning opportunities

Notes:
I feel like I could have been better about giving instructions about the activity. I seemed to drift a bit while I was in front of the class. I also seemed to fade out while talking. Although my delivery was not the same time there wasn’t any confusion about what needed to be done. Once the students formed their groups they were able to engage in positive social interaction with their peers and ************** Between***** the students by breaking them up into small discussion groups according their subject of interest.

VI. CREATION OF POSITIVE LEARNING ENVIRONMENT
Core Values of Integrity & Responsibility; Teaching Learning & Mentoring; Theory, Practice & Collaboration: Student teacher proactively manages the classroom environment through efficient time management, clear expectations and appropriate response to behaviors.

The student teacher:
( X ) Sets a positive classroom tone by offering encouragement to all students. Refers to students with respect and positive regard

( ) Clearly communicates standards of conduct for the classroom community

( ) Anticipates, stays aware of, and defuses inappropriate student behavior with minimal interruption to learning

Notes:
I referred to the students as “you folks.” I did not proclaim my dominance as a teacher but shared my power as an instructor and learner on the same playing field as them.

VII. PLANNING
Core Values of Teaching, Learning & Mentoring and Theory, Practice and Collaboration: The student teacher organizes instruction to support the students and curricular goals.

The student teacher:
( X) Effectively manages instructional time by giving clear directions, minimizing transitions and having materials prepared.

( ) Constructs and conducts lessons according to a plan (both long and short term) with clear and appropriate objectives

( ) Adjusts lesson in progress when necessary to accommodate student needs

Notes:
I felt that I somewhat managed my instruction time well, but not effectively as I had hoped. Towards the end of class I had very little time to complete the exit slip. I feel like I should have more clearly stated the objective during the introduction of the activity.

VIII. ASSESSMENT
Core Values of Teaching, Learning & Mentoring and Theory, Practice and Collaboration: The student teacher uses a variety of assessments (quantitative, qualitative, formative, and summative).

The student teacher:

☐ Creates assessment that is tied to clear criteria or standards
( X ) Designs and uses a variety of assessments
( X ) Uses assessment to monitor and adapt instruction
(N/A ) Maintains useful records of students' work, makes adjustments during lessons in response to student learning and can communicate student progress to parents and others, including standard test scores

Notes:

I used formative and summative assessments during my lesson. This included exit slips, listening to conversations, and having the students make a presentation. In the future, I will use more formative assessments in order to check for understanding of directions. In the clip, I had already dismissed half the class before to the back table before I asked if everybody understood what I had said. Next time, I will survey the students by giving thumbs up or thumbs down in order to show understanding.

IX. PROFESSIONAL DEVELOPMENT AND REFLECTION

Core Value of Integrity & Responsibility: student teacher engages in professional development activities including regular reflection.

The student teacher:

( n/a ) Reflects realistically upon strengths/areas needing improvement
( n/a ) Shows efforts to use feedback from colleagues and students to improve; acts upon suggestions

Notes:

X. COLLEGIALITY

Core Values of Diversity & Similarity and Integrity & Responsibility: The student teacher fosters positive relationships with all members of the school community (teachers, parents, administrators, staff, students, other professionals, support agencies, etc.).

The student teacher:

( n/a ) Works collaboratively with cooperating teacher and other teachers and staff in the building
( n/a ) Has made family contacts to discuss student needs/concerns/progress and provide information about instructional programs
( n/a ) Follows all school polices and actively works to be a member of the school community

Notes:

Cooperating Teacher's Signature

Student Teacher's Signature