

**ALVERNO COLLEGE
SUPERVISOR'S OBSERVATION
OF ED 215-R Field Student**

(Includes Observation, Seminar Requirements, Logs, and Lesson Plans/Self Evaluation)

Candidate: Jenny Sueck Check One: 1st Observation 2nd Observation Other

Assessor: Sandra Parkow Date: 4/15/08

Cooperating Teacher: _____ Number of Students: 15

School: Canterbury - Greendale Grade: 1 Subject(s): Language arts

Directions:	Not Applicable	Exceeds Criteria	Meets Criteria	Minimal Evidence of Criteria	Does Not Meet Criteria	State Standards	Evidence	
<p>After each description, check the box that best reflects the candidate's level of demonstration in that area.</p> <p>Please support your choices in the adjacent Evidence section and Final Remarks area at the end of the form.</p> <p>Possible sources of evidence include lesson plans, self evaluations, logs, your observations & conferences with the student teacher.</p>								
Planning and Preparation (Conceptualization/Diagnosis)							Candidate Behavior	
1. Plans instruction appropriate to students' stages of development and learning styles.			✓			2, 3	<p>Jenny was well prepared for her lesson, had all materials prepared & ready for use. She knew the materials she presented & was, therefore, able to answer questions, meet specific student needs.</p> <p>Jenny's preparation enabled her to appear confident & capable.</p>	
2. Plan includes a motivating opening.			✓			2, 4		
3. Activities and materials are well chosen.			✓			1, 2, 4		
4. Plan reflects use of an effective theoretical model, such as Holdaway, Cambourne, Vygotsky, etc.			✓			5		
5. Plan encourages student progress and engagement.			✓			7		
6. Plan includes adaptations for students with specific needs and learning styles.			✓			2, 3		
7. Questions are planned in advance.			✓			1, 4		
8. A meaningful closure concludes planning process.			✓			1, 4		

Exceeds Criteria Meets Criteria Minimal Evidence of Criteria Does Not Meet Criteria

	NA	EC	MC	MEC	DNMC	State S	Evidence	
Classroom Environment (Coordination/Integrative Interaction)							Candidate Behavior	Student Behavior
1. Offers explicit praise to students.			✓			2, 5	<p>"I like the way you are sitting!"</p> <p>"Thank you!"</p> <p>Speaks respectfully to students</p> <p>Clearly gave directions for each component of lesson.</p> <p>How could you close this lesson?</p>	<p>Students also said, "Thank you to Jenny."</p> <p>Students reciprocated with respect.</p> <p>Students confidently responded throughout lesson, understanding steps to follow.</p>
2. Teachers and students connect to one another by smiling, sharing and helping.			✓			5		
3. Respects each child as an individual.			✓			3, 5		
4. Supports students as they work independently and collaboratively.			✓+			5		
5. Manages transitions efficiently.			✓			5		
6. Effectively uses resources and curriculum materials to develop the ideas being taught.			✓+			4, 6		
7. Manages student attention by engaging them productively in learning experiences.			✓	1		1, 5		
8. Clearly communicates expectations and procedures for behavior and assignments.			✓			6		

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Instruction (Communication, Coordination, Diagnosis, Integrative Interaction)							Candidate Behavior	Student Behavior
1. Demonstrates knowledge of content throughout delivery.			✓			1	<p>Related lesson to previous learning on synonyms, by asking students to define synonym.</p> <p>Had students fill in blanks on chart paper by filling in synonyms for given words.</p> <p>Jenny did a good job of helping students sound out unfamiliar words.</p> <p>Modeled good manners.</p>	<p>Students were very responsive, answering questions & coming to chart to write in correct word choices.</p>
2. Presents content in developmentally appropriate ways.			✓			1, 4, 2, 7		
3. Consistently demonstrates enthusiasm.			✓			5		
4. Models and supports active listening, discussion and thoughtful responses in reading, writing & speaking.			✓			2, 6, 10		
5. Challenges and supports student thinking by using: <ul style="list-style-type: none"> • different types of explanations • various levels of questioning and discussion techniques-Bloom's Taxonomy • techniques that repeat and/or extend student responses • a variety of modalities (visual, auditory, kinesthetic) 			✓			1, 4, 5, 6, 7		

	NA	EC	MC	MEC	DN MC	State S	Evidence	
Instruction (Communication, Coordination, Diagnosis, Integrative Interaction) continued							Candidate Behavior	Student Behavior
6. Focuses student attention on lesson objectives.			✓			7,1	Created matching game to practice synonyms, first modeling process (Holdaway Model). Circulated to help individual students, offer feedback & assess student progress.	Students asked many questions to receive the help needed - one-on-one.
7. Actively engages students in meaningful learning and keeps them on task.		✓				2, 4, 6, 7		
8. Adapts plans as needed.			✓			3, 7		
9. Varies role in instructional process (instructor, facilitator, coach, audience) in relation to content, purposes of instruction and needs of learners. (Holdaway Model, etc.)			✓			2, 4		
10. Is respectful of cultural and gender differences.			✓			3		
11. Relates learning to students' previous learning and/or to students' personal experiences.			✓			2, 3		

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Assessment (Diagnosis/Integrative Interaction)							Candidate Behavior	Student Behavior
1. Provides feedback to learners (oral and/or written).			✓			2, 8	No game that Jany created to reinforce skill & knowledge of synonyms assessed students' knowledge of colors, shapes & word meanings. assessment was clearly connected to objectives.	Students actively participated in game, were actively involved & on task.
2. Focuses the students' attention on the process of learning rather than just getting the correct answer or finishing an activity.		✓				2		
3. Assessment relates directly to objectives.		✓				8		
4. Students self assess (oral and/or written).	✓					2, 8		
5. Assessment was well chosen for lesson content.			✓			1, 8		
6. Uses information from lesson and assessment in planning of future lessons.			✓			3, 7, 8		
7. Reflects on own performance in relation to student learning and WI teacher standards.			✓			8, 9		

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(Performance Stage of Holdaway Model).

	O	NO	EC	MC	MEC	DNMC	State S	Evidence
Professional Responsibilities (Communication/Integrative Interaction)								Candidate Behavior
1. Demonstrates professionalism through timely completion of work for Classroom <input checked="" type="checkbox"/> Seminar _____	1, 2			<input checked="" type="checkbox"/>			7, 9	<p><i>Jenny maintained a professional Manner, used / modeled good manners for the students and was respectful of everyone.</i></p> <p><i>Jenny also actively participated in seminar, offering ideas + sharing her classroom experiences.</i></p>
2. Demonstrates professionalism through regular attendance, arriving on time. School _____ Seminar <input checked="" type="checkbox"/>	1, 2			<input checked="" type="checkbox"/>			9	
3. Relates professionally and effectively with students, cooperating teacher _____, staff _____, and supervisor <input checked="" type="checkbox"/> (including initiating conversation, and problem solving). (Social Interaction at Level 4)	1, 2			<input checked="" type="checkbox"/>			9, 10	
4. Completes self assessments, reflecting on planning and implementing of lessons.	2			<input checked="" type="checkbox"/>			9	
5. Is willing to give and receive help.	2			<input checked="" type="checkbox"/>			6, 9	
6. Demonstrates Effective Citizenship by attending a school/parent event and completing an accompanying log.	1, 2			<input checked="" type="checkbox"/>			9, 10	
7. Actively participates in seminar by offering ideas, sharing materials and supporting peers. (Social Interaction at Level 4)	1, 2			<input checked="" type="checkbox"/>			10	

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ADDITIONAL COMMENTS: *This was a very effective lesson, Jenny! You were well prepared, actively involved the student in meaningful learning experiences, planned an effective assessment + offered appropriate feedback. Student had fun while learning. Well done!*

Overall Performance

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 Meets Criteria
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 Does Not Meet Criteria

Number of students being taught: 15 Validated: Yes No