

**ALVERNO COLLEGE**  
**Lesson Plan and Observation Feedback- ED 338 (5K Kindergarten)**  
**(Includes Observation, Seminar Requirements, Logs, and Lesson Plans/Self Evaluation)**

Candidate: Jennifer Lueck

1<sup>st</sup> Observation  2<sup>nd</sup> Observation  Other

Assessor: Barb Olson

Date: 4/29/09

Cooperating Teacher: Beth Bashinski

Number of Students: 28

Knowledge, skills, and dispositions that  
 must be demonstrated by the end of your placement.

Planning and Preparation (Coordination, Conceptualization/WI Teacher Standards 1, 7, 8)	Candidate Behavior
<ul style="list-style-type: none"> <li>• Questions are planned ahead.</li> <li>• Objectives are consistent with domains.</li> <li>• Objectives use active verbs that clearly describe what children are to do.</li> <li>• Activity was clearly planned and procedures match objectives.</li> <li>• Lesson demonstrates understanding of principles of developmentally appropriate practice-developmental level, culturally relevant, individually appropriate and based on prior experiences.</li> <li>• Plan takes into account children's developmental abilities and levels of knowledge and skill.</li> <li>• Plan provides for simplification and extension to meet full range of abilities of this group.</li> <li>• Content was accurate and clearly specified in terms suitable for this age and level. New vocabulary was introduced meaningfully.</li> <li>• Content was clearly delivered through the procedures, verbally or nonverbally. When needed, content was explained in more than one way.</li> <li>• Provides opportunities for active engagement, manipulation and testing of ideas and materials.</li> <li>• Materials (book, worksheet, chart, music,) represent content meaningfully for this age group.</li> <li>• Assessment was appropriate for children at this level of development.</li> <li>• Assessment was appropriate for this lesson content.</li> <li>• Assessment relates directly to objectives.</li> </ul>	<p>When you list the standards or targets you are addressing, don't just put the letters and numbers. Also summarize what it says. The lesson was a fairly passive exercise but I liked how you connected learning facts about animals with reading the book.</p> <p>Procedures matched the objectives and the assessment was appropriate for the children and the lesson content to an extent. I was wondering why a previous lesson that I saw Alyssa teach about writing the names of farm animals wasn't reinforced with your assessment by requiring students to write the animal's name somewhere on the barn? This was a missed opportunity to link prior knowledge to new learning.</p> <p>Materials were well organized. I liked how you had all of your animal facts ready to share.</p> <p>An introduction explaining that students should be listening for the animal facts of their favorite animal for an activity after the story should have been included.</p> <p>Closure or a review of animal facts would have added another important review before students began the activity.</p>

Little/No Evidence    Minimal Evidence    Sufficient Evidence    Extensive Evidence

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Supervisors' Observation

Candidate:

Date:

Classroom Environment (Communication, Integrative Interaction/WI Teacher Standards 5, 6)	Candidate Behavior	Student Behavior
<ul style="list-style-type: none"> <li>• Treated children with respect, caring, warmth.</li> <li>• Identified appropriate expectations for children's performance and behavior, making adaptations when necessary.</li> <li>• Demonstrated sensitivity to needs of individual children by adjusting expectations or modifying lesson.</li> <li>• Allowed students to have choices in their learning, as appropriate.</li> <li>• Organized, allocated, and managed the resources of time, space, materials and children's attention to engage students.</li> <li>• Created a positive learning climate for children by giving appropriate verbal and nonverbal invitations to children.</li> <li>• Saw potential problems and responded.</li> <li>• Responded in an effective and timely manner when problems occurred.</li> <li>• Reinforced participation, verbally and nonverbally.</li> <li>• Materials were organized before lesson was taught.</li> <li>• Used media to enrich learning opportunities.</li> </ul>	<p>You seem to be much more comfortable with the children and being able to manage their behavior even while they were sitting all in a close group on the floor.</p> <p>You created a positive learning climate by appropriately telling children at intervals that you would take 3 answers.</p> <p>Materials were ready ahead of time and passed out systematically.</p>	<p>Students responded well to you and always enjoy being read to.</p> <p>Children understood that the discussion would be limited and therefore, didn't expect to be called on every time.</p> <p>Students were able to quickly get down to work.</p>

Little/No Evidence  
  Minimal Evidence  
  Sufficient Evidence  
  Extensive Evidence

Supervisors' Observation

Candidate:

Date:

Instruction (Conceptualization, Coordination, Diagnosis, Communication, Integrative Interaction/ WI Teacher Standards 2,3,4,8)	Candidate Behavior	Student Behavior
<ul style="list-style-type: none"> <li>• Linked new ideas to familiar ideas and makes connections to students' life experiences.</li> <li>• Brought multiple perspectives to the discussion of subject matter.</li> <li>• Extended learning and encouraged discussion through the effective use of questions that represent varied levels of Blooms' Taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation) Follow-up children's initial responses with questions that engage critical thinking (why, why do you think so, how do you know, what was your clue...).</li> <li>• Adapted plans as needed, based on behavior, schedule, and level of understanding.</li> <li>• Showed awareness of children's attention span.</li> <li>• Promoted child participation and social interaction.</li> <li>• Went from child to child, offering support and help, as needed.</li> <li>• Communicated clearly and accurately in verbal and non-verbal modes</li> <li>• Gave clear directions and cues.</li> <li>• Used positive encouragement effectively.</li> <li>• Spoke with interest about topic of lesson.</li> <li>• Used independent work time to interact with children 1:1 in a positive way.</li> <li>• Chose appropriate teaching strategies, learning experiences, and materials to achieve instructional purposes and to meet student needs. Strategies may include but are not limited to: Sensory Engagement, Environmental Cues, Task Analysis, Scaffolding, Guided Practice, Invitations, Behavior Reflections, Paraphrase, Reflections, Modeling, Effective Praise, Telling, Explaining, Do-It Signals, Challenges.</li> <li>• Modeled throughout lesson (how letters are formed and sound, how numerals are formed, sounding out words).</li> </ul>	<p>You linked the story to the unit that the children were studying but as I said earlier, this was another opportunity to practice spelling animal names that they worked on in the past.</p> <p>You paced your lesson appropriately.</p> <p>You promoted child interaction and set guidelines for it.</p> <p>I liked how you had post-it notes with facts on certain pages to guide you through the discussion. Make sure the post-its don't cover the pictures which is what the students are engaging in.</p> <p>Teaching strategies included telling, explaining and effective praise.</p>	<p>Students remember new knowledge longer when it is linked to prior learning.</p> <p>Children's attention span is limited at this level.</p> <p>Sometimes children can talk forever and the focus of the lesson can be lost.</p> <p>Students learned relevant facts for the most part. The part about draft horses and pulling a plow would be something that these students would typically not be able to identify with.</p> <p>Students learn in many different ways.</p>

Little/No Evidence    Minimal Evidence    Sufficient Evidence    Extensive Evidence

Supervisors' Observation

Candidate:

Date:

Assessment (Diagnosis/Integrative Interaction)						Candidate Behavior	Student Behavior
• Provides feedback to learners (oral and/or written).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2, 8	<p>You gave a lot of oral feedback to learners along with helping them to develop their vocabularies.</p> <p>Your assessment aligned to your objective as the students had to orally tell you a fact about the animal they colored in their barn.</p> <p>Your self-assessment was honest and detailed. It helped me to see that you thought carefully back to how the lesson was delivered and what you could improve upon.</p> <p>Students discussed what a herd was and a little about nerves.</p> <p>Students are better able to tell you what they learned at this age rather than write about it.</p> <p>Students are exposed to a teacher who continues to refine her skills to become a more effective educator.</p>
• Focuses the students' attention on the process of learning rather than just getting the correct answer or finishing an activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	
• Assessment relates directly to objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	
• Used assessment and feedback strategies to involve students in self-assessment activities and to help them become aware of their strengths and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2, 8	
• Assessment was well chosen for lesson content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1, 8	
• Uses information from lesson and assessment in planning of future lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3, 7, 8	
• Reflects on own performance in relation to student learning and WI teacher standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8, 9	

Little/No Evidence    Minimal Evidence    Sufficient Evidence    Extensive Evidence

Professional Responsibilities (Diagnosis, Integrative Interaction/ WI Teacher Standards 9,10)	Candidate Behavior	Student Behavior
<ul style="list-style-type: none"> <li>Information from cooperating teacher was used as part of planning process.</li> <li>Evaluated the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work and reflected on this in self assessment and in discussions.</li> <li>Used classroom observation and information about students as sources for evaluating the outcomes of teaching and as a basis for reflecting on and revising practice, in discussions and self assessment.</li> <li>Seeks out the cooperating teacher to support his/her development as a learner and a teacher.</li> <li>In rationale, reflected on choices related to objectives, instruction, and assessment.</li> </ul>	<p>You seemed to have a fine rapport with your cooperating teacher and you worked respectfully to support the other field student in the classroom.</p> <p>Your self assessments and rationales indicate that you are evaluating what would be appropriate learnings for this group.</p>	

Little/No Evidence    Minimal Evidence    Sufficient Evidence    Extensive Evidence

**ADDITIONAL COMMENTS:**Jenny,

I liked how you learned how to manage this large group as they sat closely to one another on the floor and not at their seats. It created a more intimate learning environment. You were well planned and it showed. I have observed you acquiring more teaching strategies and becoming more comfortable as a classroom leader. Your work, especially your honest self assessments, show your commitment to practicing and utilizing effective teaching strategies. You can be pleased with your progress.

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**Overall Performance**

Little/No Evidence    Minimal Evidence    Sufficient Evidence    Extensive Evidence  
Number of students being taught: 28   Validated: Yes  No