

OBSERVATION #2

Student ___ Benjamin Young _____ Grade/Subject ___ 12/Government ___ Date ___ 4/24/13 ___

School ___ Pike High School ___ Cooperating Teacher ___ Mr. Grismore _____

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 consisted of a whole group test review. I utilized a program called polleverywhere in order to engage the class in the preparation. Throughout this lesson I am assessing the students' understanding of the dynamics and functions of the executive branch.

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:

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

Notes:

II. DEVELOPMENTALLY APPROPRIATE TEACHING

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

The student teacher:

- () 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.
- () 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:

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:

- () Demonstrates belief that all children can succeed and persists in helping all children achieve success
- () 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.
- () Uses materials which incorporate positive images of many cultures/races and considers the interests of students in planning and instruction.
- () Utilizes an effective system to maintain information on student learning progress

Notes:

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:

The strategy that I used in this clip was more interactive than their previous test review exercise. Usually the students are reviewing the their questions through a normal powerpoint presentation. What I did was transfer the information on to a program called Polleverywhere which allowed the students to "vote" for the right answer. Every student was able to participate by texting in what they thought was the best choice. Although not every student had their cell phone in class, groups were formed in order to accommodate those individuals. The hands-on technology component strongly engaged students take part in this activity.

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:

- () Models clear oral and written communication and reflects responsiveness to students and/or their families' questions/concerns.
- (X) 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:

Before we began, I stated the class objective to the students. I also reminded them that it would be in their best interest to pay attention because they have a test which was taking place a few

days later. I felt like I fostered positive communication and supportive interaction with students by walking them through the directions for the activity as well as encouraging any questions that needed clarifying. I also tried to involve all students by having each one of them read the posted question and possible answers before each vote. I still need to work on my ability to be clear and concise with my social skills. I feel like I can improve my stature and my delivery of directions. My voice seems to fade in and out, which could be distracting.

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
- (X) Clearly communicates standards of conduct for the classroom community
- () Anticipates, stays aware of, and defuses inappropriate student behavior with minimal interruption to learning

Notes:

As an introduction to the activity, I used humor as a hook and attention getter for the students. I used a familiar picture of grumpy cat as a possible answer to the question of "What are the biggest threats to the United States?" The students seemed to respond well to it. I also clarified my guideline for the activity, which translated to my desire that the students would fully participate in the activity and not use their phones for any other purpose. The anonymous nature of polleverywhere provided a non-confrontational way of involving every student. They did not have to worry about answering wrong and getting embarrassed.

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:

- () 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:

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
- () Designs and uses a variety of assessments
- () Uses assessment to monitor and adapt instruction
- () 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:

IX. PROFESSIONAL DEVELOPMENT AND REFLECTION

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

The student teacher:

- () Reflects realistically upon strengths/areas needing improvement
- () 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:

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

Notes:

Cooperating Teacher's Signature _____

Student Teacher's Signature _____