

**Manchester College**

**Field Experience Observation**

**Teacher Candidate**     Jessica Stiffler     **Lesson Observed:**     reading     **Time:**  
    1:30    

**Cooperating Teacher**     Carol Israel     **Grade**  
    Kindergarten    

<p><b>Classroom routines</b></p> <p>Supports transitions between activities</p>	<p>She understood the expectations of reading stations and effectively supported students as they moved from station to station by reminding them of the expected behaviors;</p>
<p><b>Instruction</b></p> <p>Motivates/engages student Connects to background/prior knowledge Well informed on subject Modeling when necessary Skillful questioning (lower-higher) Use of wait time and prompts Checks for understanding Gives explicit directions Monitoring, appropriate feedback</p>	<p>Engaged students in a reading game; used questioning to engage the students during small group reading instruction; check for students’ understanding of the names of the pictures before the students wrote the letters for the pictures; small group instruction pace was intense and quick moving keeping the students engaged; directions were explicit and age-appropriate in length for the students; used the vocabulary associated with the reading instructional tasks; activated the student’s prior knowledge holding putting responsibility on the student to complete the reading task;</p> <p>Monitored students at their different reading stations using questioning to redirect or correct misconceptions as they appeared;</p>
<p><b>Materials</b></p> <p>Use of manipulative tools, visuals, equipment</p>	<p>Utilized letter tiles effectively with students as they made words; was aware of other resources in the classroom that would support students as they completed their small group tasks;</p>
<p><b>Relationship with students</b></p> <p>Individual modifications made Creates opportunity for participation of all Effective discipline Skillful movement around the classroom Encourages students to take responsibility Appropriate praise and encouragement</p>	<p>She made eye contact and smiled frequently while working with the students during small group instruction; was aware of students behaviors as they worked in other stations displaying her “teacher withitness” while working with a small group; the pace of the small group reading instruction prevented opportunity for misbehavior; supported the classroom management expectations and</p>

	<p>consequences when a student chose to not listen to the teacher candidate's instruction; used "high five" as a way to communicate praise to the student when the reading task was complete;</p> <p>Effectively handled a small group that was struggling with a card game; she asked pertinent questions to discern what needed to be addressed and then assessed the situation telling them what needed to be done to improve the group experience for everyone; she effectively used her "teacher look" and also used proximity to change selected student's behavior;</p>
<p><b>Disposition</b>          Enthusiasm and energy          Attitude toward content knowledge          Commitment behaviors          Decision-making and conflict resolution skills          Patience          Flexible          Cooperative and collaborative attitude          Well modulated tone of voice          Communicates clearly          Correct use of language (grammar, slang)          Appropriate attire</p>	<p>Very energetic and enthusiastic while working with the students during small group instruction; her friendly body language and facial expression revealed her comfort level with reading instruction; she displayed her flexibility and skill as she worked with various small groups during the reading stations time; Voice volume was appropriate for small group instruction, but sometimes needed to be lowered; professionally dressed;</p>

Observation by: \_\_\_Dr. Victoria Eastman\_\_\_ Position: \_\_\_Assistant Professor\_\_\_\_\_ Date:  
 \_\_\_11.3.10\_\_\_