

Manchester College

Field Experience Observation

Teacher Candidate Eric Roof Lesson Observed: lang art Time: 11:00 am

<p>Classroom routines</p> <p>Supports transitions between activities</p>	<p>Aware of routines and procedures providing direction and consistency as students move from one task to another during this hour; empowered students when reported time left; thought through how students could sign the cards created by another class for the most effective way without interrupting the learning environment the teacher candidate had created;</p>
<p>Instruction</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>Monitored students as they read providing appropriate feedback and suggestions to improve the reading experience; monitored students as they read and prompted students who needed reminders to stay on task or move on to the next task; used questioning to keep students engaged while reading independently; writing lesson to practice writing a paragraph allowing them to compare and contrast two stories determining which they liked better; supported the writing lesson by presenting the graphic organizer (Venn diagram) so students can compare and contrast the two stories allowing the student to provide details to support their opinions; this was an effective prewriting activity visually allowing students to list details showing the teacher candidate's knowledge of writing instructional strategies; feedback was specific for specific students; "keep going" encouraged the students to write and they were meeting academic expectations;</p>
<p>Materials</p> <p>Use of manipulative tools, visuals, equipment</p>	<p>Effective use of the Venn diagram to help the students organize facts they know about the two stories;</p>
<p>Relationship with students</p> <p>Individual modifications made Creates opportunity for participation of all Effective discipline</p>	<p>Provided consistency utilizing classroom consequences when student makes a bad choice; provided appropriate praise when students exhibited expected behavior; stated expected behaviors when transitioning from reading tasks</p>

<p>Skillful movement around the classroom Encourages students to take responsibility Appropriate praise and encouragement</p>	<p>to writing activity; suggestion: to motivate students to want to move from reading to writing tell what they will be doing next; aware of students who needed more one on one instruction providing prompts and/or questions to support them as they wrote; provided direction for students who struggled to stay on task; teacher candidate doesn't miss a trick 😊</p>
<p>Personal characteristics Well modulated tone of voice Communicates clearly Correct use of language (grammar, slang) Appropriate attire</p>	<p>Voice volume appropriate for monitoring students as they complete a variety of tasks; appropriate dress for jean day;</p>
<p>Disposition Enthusiasm and energy Attitude toward content knowledge Commitment behaviors Decision-making and conflict resolution skills Patience Flexible Cooperative and collaborative attitude</p>	<p>Flexible when time for one group to leave the computers and another group to move in understanding the girl's need for completion and/or closure; positive atmosphere, feedback; appropriate energy level to maintain an engaging atmosphere for learning;</p>

Cooperating teacher impressed with teacher candidate's abilities and offered to write him a letter of recommendation;

Observation by: ___Dr. Victoria Eastman___ Position: ___Assistant Professor_____ Date: ___10.1.10___