

OBSERVATION #1

Student Matt McCue _____ Grade/Subject _____ Date 9/23/14 _____

School Pike High School _____ Cooperating Teacher Ms. Manning _____

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: For this lesson, I employed the use of hip hop and pop songs to teach different forms of figurative language. We started the class by discussing different kinds of figurative with examples, and then we moved on to listening to songs and isolating the different kinds of figurative language used. I also projected the lyrics on the screen for students to see visually.

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:

(Yes) 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.

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

Notes: It is clear that I am very confident in what I am teaching. As the students join into the conversation, I also add information when necessary.

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:

(Yes) 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.

(Yes) 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: Most students in any American classroom have heard different pop/hip hop songs, so they already have background knowledge.

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:

(Yes) 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.

(Yes) 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: I use songs from a variety of artists and time periods to show them diversity of music. In this way, more students will be able to make connections to the content.

IV. INSTRUCTIONAL STRATEGIES

Core Value of Theory Practice and Collaboration: The student teacher uses a wide array of teaching techniques.

The student teacher:

(Yes) 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.

(Yes) Demonstrates appropriate use of media/technology to enhance instruction and incorporates students use of technology into learning activities

Notes: Pre-activity warm-up. Projection of the lyrics onto the screen. Use of youtube to isolate sections of songs.

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:

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

(Yes) Thoughtful questions and higher level thinking are a part of instruction and discussion

(Yes) Facilitates instruction so that it results in positive social interaction between students and meaningful learning opportunities

Notes: Before we got into the activity, I had a casual discussion with the class to encourage the students to participate.

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:

(Yes) Sets a positive classroom tone by offering encouragement to all students. Refers to students with respect and positive regard

(Yes) Clearly communicates standards of conduct for the classroom community

(Yes) Anticipates, stays aware of, and defuses inappropriate student behavior with minimal interruption to learning

Notes: I think that overall, my classroom management went extremely well, but looking at the video, I noticed more students getting off task than I originally thought. Nevertheless, the general attention of the class was positive, and without setting up my own classroom, I do not know how I could have addressed the problem students.

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:

- (Yes) Effectively manages instructional time by giving clear directions, minimizing transitions and having materials prepared.
- (Yes) Constructs and conducts lessons according to a plan (both long and short term) with clear and appropriate objectives
- (Yes) Adjusts lesson in progress when necessary to accommodate student needs

Notes: The lesson plan that I wrote before hand was a great template for me to keep in mind when I was teaching. Although I did not follow it to the T, I had a plan that gave the freedom to adjust throughout.

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
- (Yes) Designs and uses a variety of assessments
- (Yes) 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: I had the students complete an exit slip on this day. It was another lyric section and the students had to point out what kind of figurative language was being used. This will show how well the students synthesized the information.

IX. PROFESSIONAL DEVELOPMENT AND REFLECTION

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

The student teacher:

- (Yes) Reflects realistically upon strengths/areas needing improvement
- (Yes) Shows efforts to use feedback from colleagues and students to improve; acts upon suggestions

Notes: I would say that I am my hardest critic. Mr. Mitchell is an excellent example teacher, but he does not give very much criticism. This is a really good technique to boost student's confidence, but I felt like I needed more specific direction.

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:

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

Notes: I had such a positive experience with my cooperating teaching! She was really honest about her experience in the public high school system, and I feel like I gave her some good ideas as well. I also called a lot of parents for her. This gave me the chance to actually make contact with my student's families, which was new to me.

Student Teacher's Signature Matt McCue