**OBSERVATION FEEDBACK**

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| **Candidate: Chrissie Ruggiero** | | | **Cooperating Teacher: Mrs. Cyndi Pfeiffer** | |
| **Date of Visit: 5/1** | | **Classroom Description: 5th Grade Science** | | |
| **Technology Available: Mimio & hardware; possible additional hardware in Media Center** | | | | |
| **School: Nord MS, Amherst** | | **Comments: *Lesson prepared on short notice on CT’s request*** | | |
| **Criteria** | **Expectations** | | | **Comments** |
| **1 2 3** | | |
| **Professionalism (D)** |  | | |  |
| * **Dress** | √ | | | Very professional & appropriate |
| * **Behavior & Enthusiasm** | √ | | | Outstanding! |
| * **Attendance &Punctuality** | √ | | |  |
| * **Accepts & applies constructive criticism** | √ | | |  |
| **Planning (A)** |  | | |  |
| * **B-W formatted plans** | √ | | | Plans were well written & met expectations |
| * **Standards**   **(Science & Literacy)** | √ | | |  |
| * **Visual Aids & Guides are prepared ahead of class** | √ | | | All visuals were prepared in advance. |
| * **Sequence & Organization** | √ | | | Outstanding |
| * **Transition** | √ | | | Excellently done! |
| * **Rule of 3** | √ | | |  |
| * **Diversity** | √ | | |  |
| **Classroom Management (B)** |  | | |  |
| * **Classroom environment is conducive to learning** | √ | | | Set up for group work; lab stations are not available and resources such as water and energy (gas) supplies appear to be limited. |
| * **Acknowledges students by name** | √ | | | Familiar with names and used name sticks to distribute questions |
| * **Approach and demeanor is conducive to learning** | √ | | | One of the best I’ve seen! |
| * **Maintains discipline** | √ | | | No real problems observed; addressed disruptive behavior appropriately and when warranted. ***Did observe one practice that could lead to problems later: Although you did address the need for the students to be quiet as you provided instructions or comments, you did not get full compliance before moving on. This seems like a small thing, but unless you wait for full compliance, the situation will “mushroom” until the behavior becomes difficult to correct.*** |
| * **Accommodations** | √ | | | Has checked for special needs and is aware of concerns. |
| * **Grouping skills** | √ | | |  |
| * **Expectations are challenging, but fair** | √ | | |  |
| * **Attendance/Tardies** | N/A | | | Please discuss how attendance is taken for class with your CT & develop a method that you would like to use for your clinical practice. You do not need to demonstrate this during your FE. |
| **Technology Integration** |  | | |  |
| * **Uses the TPACK Model** | √ | | |  |
| * **Enhances presentation** | √ | | | Materials professionally prepared. Excellent *Prezi!* |
| * **Students use to resolve & create** | N/A | | |  |
| **Teaching Style (C)** |  | | |  |
| * **Uses Hooks** | √ | | | A good source of relevant questions about the use of the microscope provided an interesting discussion. |
| * **Engages the entire class** | √ | | | Calls on different students; uses name sticks; uses classroom polls, walks around class and monitors work. Terrific effort! |
| * **Checks for understanding, i.e., classroom polls** | √ | | |  |
| * **Instructions & directions are clear & concise** | √ | | | Initially and continually. Superbly reinforced throughout the activities and lesson. |
| * **Uses analogies and other means to relate content to previously learned material** | √ | | | Common examples to help remember size of various measurements and examples to help students understand directions |
| * **Uses instructional time effectively and efficiently** | √ | | | Outstanding! |
| * **Questioning/** * **Discussion Skills** | √ | | |  |
| * **Uses a variety of methods to accommodate learning** | √ | | | No doubt about it! |
| * **Feedback** | √ | | | Very commendable! |
| **Science Concerns (E)** |  | | |  |
| * **Safety/ Legalities** | √ | | | Posters are displayed; how to carry a microscope properly |
| * **Fosters scientific learning & growth by modeling and other methods** | √ | | | Uses correct terminology; Thinks “Out Loud”; reinforces problem solving process. Loved the fact that you made them carry the scopes for a trial. |
| * **Uses inquiry, including project/problem-based instruction** | √ | | |  |
| * **Uses “hands on” activities; teaches skills** | √ | | |  |
| * **Has good content knowledge** | √ | | | More than adequate for lesson |
| * **Activities are organized; plans physically proofed where needed** | √ | | | An excellent plan |
| **C A R T D** | | | | |
| D R I V E R T I P √ | | | | |

Highlighted letters indicate that this area was adequately addressed in the lesson. Underlined letters were addressed, but need improvement or there were insufficient opportunities to observe the criteria. In some cases (particularly non-science classes) there will be limited opportunities to demonstrate these criteria. Tech integration should never be forced and used only when it is unique and compelling to do so.

**Comments about this DRIVER TIP √observation:**

**ADDITIONAL COMMENTS**

Another terrific lesson Chrissie & performance! See you on Monday after the exam period for our post observation.