

Field Experience Observation Feedback Form

Date _____ Student Teacher _____

Subject/Grade _____ School _____

Time/Period _____ Content Area _____

Main Topic of Lesson _____

Who is observing?

Name _____

Role _____ MSUM Supervisor _____ Cooperating Teacher _____ MSUM Instructor

Choose: YES NO MOSTLY SOMEWHAT NA

Preparation

The Teacher Candidate.....

1. Has prepared a complete lesson plan and given it to the observer 2 days before the lesson.
2. Has made changes to the lesson that were recommended by the observer.
3. Has prepared a lesson that contains all of the parts included on the lesson plan example.
4. Has tied instruction and assessment directly to the objectives.
5. Instruction plan is based on student data related to identified strengths and needs including IEP and 504 plans of individual students.
6. Assessment plan is based on student data related to identified strengths and needs including IEP and 504 plans of individual students.
7. Lesson plan is prepared with clear attention to diversity, equity and inclusion. *
8. Has all materials ready for the lesson.
9. Knows what is coming next during the lesson.
10. Knows the content well.

What needs to be improved in this area?

What would you like to see the teacher candidate continue doing in future lessons?

Communication

The Teacher Candidate.....

1. Speaks respectfully to all students.
2. Speaks respectfully to the university supervisor/cooperating teacher (whichever is observing)
3. Uses correct grammar.
4. Voice is clear; volume and expression are conducive to learning.
5. Demeanor is pleasant and kind.
6. Writing is legible and error-free.
7. Uses academic language appropriately.
8. Is able to accurately read content materials

What needs to be improved in this area?

What would you like to see the teacher candidate continue doing in future lessons?

Student Needs

The Teacher Candidate.....

1. Uses more than one instructional strategy.
2. Recognizes when students are not understanding a concept and changes strategies.
3. Makes learning meaningful by connecting to students' lives.
4. Calls on a variety of students.
5. Helps students during independent work time.
6. Displays an understanding that different students have different needs. One size does not fit all.

What could be improved in this area?

What would you like to see the teacher candidate continue doing in future lessons?

Classroom Management

The Teacher Candidate.....

1. Is aware of what is going on in all areas of the classroom.
2. Ensures that all students are engaged during the lesson.
3. Ensures that all students are engaged during independent work time.
4. Addresses behavior issues effectively and through a cultural lens. **
5. Waits until all students are listening before giving instructions.
6. Remains calm and controlled during challenging situations.
7. Ensures that transitions are smooth.

What could be improved in this area?

What would you like to see the teacher candidate continue doing in future lessons?

Instruction

1. The beginning of the lesson cognitively engages students, grabbing their attention and interest.
2. An appropriate sequence of instruction is used, which builds towards understanding.
3. Strategies, skills or process are modeled for students during instruction.
4. Diversity, equity and inclusion strategies are used. *
5. Students are active participants in their learning.
6. Through review, self-reflection or self-assessment, the closing of the lesson is obvious and actively involves students.
7. The teacher candidate shows enthusiasm for the content.
8. Teacher candidate displays confidence while teaching.

What needs to be improved in this area?

What would you like to see the teacher candidate continue doing in future lessons?

Assessment

1. Formative assessment is used effectively. The teacher candidate recognizes who is ready to move on and who needs more help.
2. Summative assessment effectively measures student achievement of the objectives.
3. Students understand how to do the assessments.
4. The teacher candidate provides descriptive feedback to the learners about what they are doing well and how to improve or grow.
5. Assessments are appropriately differentiated to meet the needs of all students including

those with IEPs or 504 plans.

*Diversity, equity and inclusion are evident through

- the use of materials which represent the variety of people in the world (including, but not limited to, culture, ability, gender, and race)
- ensuring that more than one point of view is discussed
- showing respect for the cultures of all people
- providing choices to students
- connecting content to students' lives (not just the privileged kids or those with whom the teacher most identifies)
- providing for ways that students can use their strengths to show what they know
- engaging students in cognitive processes through active learning. This would be limiting the amount of lecture/teacher talk used and instead involving students in their learning. Think of research, experiments, games, music, art, discussion, exploration, anything that helps students' brains process the content.

**Cultural lens: Looking at discipline through a cultural lens is evident through the use of different strategies for different people, according to what works best for them. All students have a culture and understanding of the world. These are taken into consideration when addressing behavior issues.

