

math

University Supervisor/Cooperating Teacher Feedback Form - Cream
CIED 302 & 303 – Field Experience II for SIUE Elementary Education Program

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|---|---------------------------|----------------------|
| Teacher Candidate: Melody Weckmann | School: East Elem. | Date/Time: 10 |
| Cooperating Teacher: Kathy Stevenson | Grade: 3 | |
| Person Completing This Form: Kathy Stevenson | | |

Below are the field Indicators that teacher candidates should attend to while in their year one field placement. Place a check mark next to the items that you have observed. For clarity regarding each indicator, see the Year One Elementary Field Performance Indicator document

Beginning Teacher Knowledge and Skills

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|---|---|
| 1. Teacher candidate has begun to engage students in instruction. | |
| A. Involvement in planning, teaching and assessment. | ✓ |
| B. Articulation of directions and explanations. | ✓ |
| C. Use of formative assessments. | ✓ |
| D. Use of active listening skills to promote discourse. | ✓ |
| 2. Teacher candidate has begun to manage the classroom learning environment | ✓ |
| A. Use of names and student participation | ✓ |
| B. Use of classroom rules, routines, and procedures. | ✓ |
| C. Attitude toward students | ✓ |
| D. Awareness of student behavior and learning needs | ✓ |
| E. Use of physical classroom space and resources including technology. | ✓ |

Observation Context:

Ms. Weckmann taught a math lesson from Ready Math on multiplication. It was for the whole class.

Discussion of selected indicators which includes notes/evidence.

Ms. Weckmann engaged the students in instruction by having them participate on the view board doing math strategies. She articulated the directions well and used student names and classroom procedures (sit like Ready Freddy, if I'm writing you should be, having kids read problems). She had a great attitude towards the students and the students responded well to her. She was aware of behaviors and checked on students that didn't participate.

Additional Thoughts/Comments

Additional Feedback

Below are the educator professional dispositions that teacher candidates should attend to while in their year one field placement. Place a check mark next to the item(s) that you want to provide feedback. For clarity regarding each indicator, see the Year One Elementary Field Performance Indicator document

Educator Disposition Assessment (EDA)

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|---|---|
| 1. Demonstrates Effective Oral Communication Skills | ✓ |
| A. Language, grammar, word choice | |
| B. Varying oral communication to motivate students | |
| C. Vocabulary | |
| 2. Demonstrates Effective Written Communication Skills | |
| A. Respectful and positive | |
| B. Spelling and grammar | |
| 3. Demonstrates Professionalism | |
| A. Rate of response to communications and timeliness related to submission of assignments | |
| B. Punctuality and attendance | |
| C. Professional boundaries of ethical practice | |
| D. Personal life issues in the classroom/workplace | |
| E. Functioning in a collaborative group | ✓ |
| 4. Demonstrates a positive and enthusiastic attitude | ✓ |
| A. Response to problems | ✓ |
| B. Response to suggestions | ✓ |
| C. Demonstration of appropriate affect (<i>verbal and non-verbal cues</i>) | ✓ |
| 5. Demonstrates preparedness in teaching and learning | |
| A. Response to constructive feedback as evidenced by implementation of suggested ideas | |
| B. Accuracy of perception of teaching/learning effectiveness | ✓ |
| C. Presence of plans and needed materials when they come to class | |
| D. Awareness that lesson is not working | |
| 6. Exhibits an appreciation of and value for cultural and academic diversity | |
| A. Embracement of diversity as evidenced by activities and behaviors | |
| B. Creation of a safe classroom as evidenced by the degree of tolerance of negative student behaviors | |
| 7. Collaborates effectively with stakeholders | |
| A. Flexibility as evidenced by ability to provide considered responses and the acceptance of majority consensus | |
| B. Presences of respectful tone | |
| C. Sharing of teaching strategies and ideas | ✓ |
| 8. Demonstrates self-regulated learner behaviors/takes initiative | |
| A. Recognition of weaknesses & how they approach the need for support | |
| B. Use of research to guide effective teaching | |
| 9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability | |
| A. Maturity and self-regulation | |
| B. Perseverance (grit) | |
| C. Sensitivity to the feelings of others | |

Comments

Great job! 😊