Candidate: Colleen Floryance
Supervisor: D. Habanek
Cooperating Teacher: R. Wittig
School: Dover
Candidate: Colleen Floryance

Check One: 1st Observation _X_ 2nd Observation ____
Date: 10.19.11
Number of Students: 18
Grade: 4 Subject(s): Math

Planning and Preparation (AEA: Conceptualization/Diagnosis – WTS: 1, 7—DISP: Respect, Responsibility)

- Uses teaching resources and curriculum materials that are appropriate in representing the ideas and concepts.
- Plans instruction appropriate to students’ stages of development and learning styles.
- Links new ideas to familiar ideas and makes connections to students’ experiences.
- Provides opportunities for active engagement, manipulation and testing of ideas and materials.
- Knows how to enhance learning through the use of a variety of materials.
- Values flexibility in the teaching process by monitoring and adjusting plans and adapting instruction when necessary and appropriate.
- Chooses appropriate teaching strategies, learning experiences, and materials to achieve different instructional purposes and to meet student needs.
- Varies his or her role in the instructional process in relation to the content and purposes of instruction.
- Plans motivational instruction by relating lessons to students’ personal interest.
- Seeks to find ways to meet the needs of diverse learners.

Evidence (Candidate)

This lesson was planned as the beginning of your mini-unit for your project. You chose a goal from the Common Core Standards for math. You chose five correctly worded objectives upon which to base your lesson.

Your lesson included focus on the academic language of math, specifically of multiplication and factoring.

Classroom Environment (AEA: Coordination/Integrative Interaction – WTS: 2,3,5—DISP: Respect, Responsibility)

Evidence (Candidate and Student)

___Inadequate ___Emerging _X__Proficient ___Distinctive

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- Shows respect for the diverse talents of all learners.
- Uses knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work.
- Is committed to the expression and use of democratic values in the classroom.
- Organizes, allocates, and manages the resources of time, space, activities and attention to engage students in productive tasks.
- Knows how to help students work productively and cooperatively with each other.
- Uses strategies of effective classroom management to promote positive relationships, cooperation, and purposeful learning in the classroom.
- Respects students as individuals with differing personal and family background and various skills, talents and interests.

You have a minor Milwaukee dialect; for example “gonna” instead of “going to”, “astrick” for asteric. It’s not a huge problem but when we are helping children learn to speak and to spell words correctly, standard English is best.

You moved through your plan in a well organized fashion. It’s obvious that you did some mental rehearsal so that you could deliver the information fluidly.

Acknowledge each student for responding. A quick “Thank you” goes a long way with a kid. The boy in the middle was bouncing up and down. How and when does a teacher handle that?

This lesson began right after the other teacher ended, then there was a long period of students listening to you. By the 30 minute point, many students were fidgeting and there was a lot of soft vocalizing. What’s the time limit for a 4th grader to pay attention? What strategies do you know that can break up the direct teaching and involve kids more actively?

You gave complete directions for the group investigation that included a time limit for their work. Consider having a student repeat the directions.

It’s very hard for students to hear additional directions while they are focused and working with others. Find ways to get their attention before you say something important to the whole group. It requires refocusing yourself, using some kind of signal, waiting for them to shift and then speaking or moving while bringing most, instead of some with you. When you began directions for the worksheet also, several students were shifting chairs and talking. Find ways to let them shift their attention.

You showed your own enthusiasm for math throughout the lesson. This kind of modeling is important also!

You called on girls 9 times and boys 13 times.

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**Instruction (AEA: Communication, Coordination, Diagnosis, Integrative Interaction – WTS 4,6,7—DISP: Respect, Responsibility, Communication)**

**Evidence (Candidate and Student)**
• Uses different representations and explanations of concepts when necessary to accommodate students who approach learning from different conceptual frameworks.
• Uses teaching approaches that address different learning styles and performance modes.
• Uses instructional strategies that promote student learning for a range of student abilities.
• Encourages discussion.
• Elicits samples of student thinking orally and in writing.
• Values the development of students' critical thinking, independent problem-solving, and performance capabilities by using varied teaching and learning strategies to engage students in active learning.
• Organizes, prepares students for, and monitors independent and group work.
• Recognizes the importance of verbal and nonverbal communication.
• Is a thoughtful and responsive listener.
• Communicates in ways that demonstrate a sensitivity to cultural and gender differences.
• Models appropriate communication strategies in conveying ideas and information.
• Supports learner expression in speaking and writing, and other media.
• Knows how to ask questions and stimulate discussion in different ways.

You gave strong examples, offering them in various ways so that you were repeating the concept differently so students could get to a generalizable understanding.

When the same mistake was made about multiplying with 0, you handled the student mistake gently. How can you use the opportunity to reinforce the concept so that everyone hears and thinks about it?

Consider moving around sometimes so that you an check on what students are writing. This increased vigilance paired with your proximity and reinforcement will help more students stay on task and ensure that all are writing the correct information.

Think time is critical. A teacher needs every kid to be actively thinking along with the group. Consider how to pose questions and determine wait time that is sufficient so that everyone gets engaged before the answer is given. Some teachers encourage hand raising and won't call on anyone until at least most of the hands are up.

Keep student attention by asking them to read with you or repeat what you said. They spontaneously joined in when you showed the chart column with multiples of three. Were they all with you?

When students make good observations, how do we use that as well as recognize the contribution? F. pointed out something interesting on the chart. You just said, “we’re getting to that” and moved on. You did bring it up later and gave her credit for noticing. What other ways can we take a second to let kids know that we appreciate their thinking?

Ms. Wittig modeled her understanding of where the students were and how much guidance they needed for completing the multiplication chart. This comes with experience but is very good to note.

Assessment (AEA: Diagnosis/Integrative Interaction – WTS: 8,9—DISP: Collaboration, Communication) Evidence (Candidate and Student)
- Knows how to select and construct assessment strategies and instruments.
- Uses appropriate assessment techniques to enhance his or her knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies.
- Solicits and uses information about students’ experiences, learning behavior, needs and progress from cooperating teachers and the students themselves.
- Evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- Uses classroom observation and information about students as sources for evaluating the outcomes of teaching and as a basis for reflecting on and revising practice.

You planned informal assessment by the collection of data about how students answer questions. Did you do that? It’s very difficult to do, especially until a teacher is very familiar with the curriculum and the students.

You also planned to have students, at some point, solve the kind of problem you were teaching so you would have a more complete picture of how students are mastering the skill.

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### Professional Responsibilities (AEA: Communication/Integrative Interaction – WTS: 10–DISP: Responsibility, Collaboration, Communication)

- Relates professionally and effectively with the cooperating teacher and faculty.
- Dresses professionally and consistently portrays a professional demeanor.
- Is enthusiastic about teaching.
- Seeks out the cooperating teacher to support his/her development as a learner and a teacher.

You have acted professionally in this placement, coordinating with both the teacher and the student teacher from UWM. Commendable.

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### Summary Statement:
You prepare carefully and teach with integrity. Bring your personality to the classroom also and it will complete the picture.

**Overall Performance:**

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