

## Level I & 2 Student Teaching Observation Cycle

FYI Questions:

### **How many teaching observations will I do?**

Supervisors in Level 1 & 2 Student Teaching will complete a minimum of 4 classroom teaching observations for each of their assigned students.

### **When should I observe?**

Ideally, the formal observation should be completed at regular intervals throughout the semester. You should schedule the observation collaboratively with the classroom teacher and Student Teacher. However, informal, walk-through observations should occur and be discussed in a holistic manner during your seminars.

### **What should I observe?**

Observations can be completed for any teaching experience. You must observe the entire lesson from beginning to end.

### **What Observation Form Should I Use?**

*The Danielson Observation Form.* You received copies of this form at the Supervisor meeting.

### **When should I give the post-observation feedback to the student?**

As soon after the observation as possible. Ideally, immediately after the lesson has been taught.

### **Should I share my feedback and observation with the classroom teacher?**

Yes, but in general terms....also ask for their input on how the student seems to be adjusting...encourage the classroom teacher to provide feedback to the student on a daily basis.

## **Giving post-observation feedback**

The goal of the post-observation discussion is to provide the student teacher with supportive feedback geared toward improvement. REMEMBER: This is a novice and inexperienced teacher....

The student teacher should come away with a sense of what he/she is doing well, and a small number of things he/she could work on. **At this stage in their development** it is likely you will observe a large number of problematic teaching behaviors, it is best to focus your suggestions on **one or two** you think the student could most profitably work on at this time. It is crucial to avoid overwhelming the student with a long list of failings.

At the **beginning** of the feedback session, the student teacher is first given an opportunity to describe his/her own reactions to the class, mentioning what went well and what seemed to need improvement.

### **Ask –Listen-Jot Down Notes:**

ASK: In general, how do you think the lesson went?

ASK: What was your objective?

ASK: Who met the objective in this lesson and how do you know these students met the objective?

The observer may then share his/her observations with the Level I or Level II student teacher, in the form of a written observation feedback form accompanied by verbal feedback.

**The goal here is to help the student teacher see his/her teaching through new eyes.**

Try to relate your observations to the strengths/weaknesses the student teacher might have identified for him/herself or strengths you might have noted in your walk through observations or in seminars.

- ALWAYS address how the student teacher is doing on meeting expectations or making improvements on areas noticed in previous observations. (See Feedback Form)

### **Providing Suggestions for Improvement**

Suggestions for improvement may be presented after some discussion of the observation. Do not present suggestions prescriptively, but with reference to the discussion you have been having.

**Avoid generalizations, focusing instead on specific observed behaviors. Examples:**

- AVOID: You need to work on making class more interesting.
- BETTER: Around 10:15 I noticed students were starting to “tune out.” Have you ever noticed that blah blah is happening? Are there ways you could get them more involved or to re-engage them in the class? **Always give the student teacher an opportunity to try to come up with an answer or suggestion for each question you ask. However, do not expect the Level I Student Teacher to be able to respond at a deep level.**
- AVOID: You’re asking too many leading questions.
- BETTER: When you asked, “What’s the most important point in this article?” what kinds of answers were you expecting to get? [discussion] You might find that more students participate if you asked a more open-ended question.
- AVOID: You’re doing a great job of explaining clearly.
- BETTER: When you answered that question about the blah-blah theory, I noticed a lot of students were writing furiously and saying “oh!”, like they suddenly understood. I think the example you used really made it clear to them.

### **Documenting Actionable Feedback:**

From these specific questions comes **Actionable Feedback** that the student teacher can integrate into their future lesson delivery. During the feedback session, **YOU** enter the actionable feedback on the Observation Form and remind the student teacher you and the classroom teacher will be looking for their integration during their teaching. Give the student the CARBON Copy of the Form, you **KEEP** the Original.

Sometime later you will complete the **Observation Summary Form and post it to VIA** following the directions you received at VIA Training.