Cooperating Teacher Lesson Feedback Form

Note: A complete lesson plan should be provided by the teacher candidate prior to observation.

To be completed by the teacher candidate prior to observation

Preservice Teacher: Olivia Miller
Date: 10/27/15
Observer: Hammer
School: Davidson Elementary
Grade: 3rd

1. What are your goals and objectives for this lesson?
   Students will learn the strategy, turn and talk to your partner and their meaning to the text.

2. What are some specific things you would like observed?
   How I presented the information, were the students engaged?

To be completed by the Observer:

3. Strengths to continue to build on:
   Calm demeanor is a strength that you possess and serves teachers well; continue to utilize it to present info and engage students in learning.

4. Suggestions for future lessons:
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Note: A complete lesson plan should be provided by the teacher candidate prior to observation.

To be completed by the teacher candidate prior to observation

Preservice Teacher: Olivia Millikan
Date: 10/27/15
Observer: Hammer
School: DES
Time: 3rd
Grade:

1. What are your goals and objectives for this lesson?
   Students will understand how plants survive in their environments and know the functions of each part of the plant. Roots, stem, leaves, flower, students will be able to relate function and definition of each part.

2. What are some specific things you would like observed?
   How I present the information, were the students engaged, did students take anything from the lesson.

To be completed by the Observer:

3. Strengths to continue to build on:
   Fun and engaging lesson. The questions posed during the lesson covered multiple levels of Bloom's Taxonomy. Great use of modeling so that the students could work hands on. The activity was well thought out; even students who were not paying full attention were able to complete the activity without teacher direction.

4. Suggestions for future lessons:
   - Explicit instructions for dealing with materials. This helps avoid unnecessary noise and distractions.
   - Use students to pass out materials. This provides an energy outlet for ADD kids, also makes less down time for distractions to arise. (Started to do this at the end of lesson)
   - Transition Cues: Having specific cues for transitions and cues to bring attention back will help maintain student focus and prevent students from missing directions.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time Involved</th>
<th>Purpose/Activity(ies)</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>10/2</td>
<td>11:50-12:50</td>
<td>Observe Class</td>
<td>SHT</td>
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<tr>
<td>10/22</td>
<td>9:30-11:30</td>
<td>Observe Class</td>
<td>SHT</td>
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<tr>
<td>10/26</td>
<td>8-11:00</td>
<td>Observe Class and Science lesson</td>
<td>SHT</td>
</tr>
<tr>
<td>10/27</td>
<td>8:20-9:50</td>
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<td>SHT</td>
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<tr>
<td>10/28</td>
<td>8:30-3:40</td>
<td>Read aloud</td>
<td>SHT</td>
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<tr>
<td>10/29</td>
<td>8:40-2:50</td>
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<tr>
<td>10/30</td>
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<td>Social Studies Lesson</td>
<td>SHT</td>
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<tr>
<td>11/02</td>
<td>8:20-11:20</td>
<td>Observe Class</td>
<td>SHT</td>
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<tr>
<td>11/03</td>
<td>8:40-3:30</td>
<td>Math Reteach</td>
<td>SHT</td>
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<tr>
<td>11/04</td>
<td>8:15-11:00</td>
<td>Observe Class</td>
<td>SHT</td>
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Note: A complete lesson plan should be provided by the teacher candidate prior to observation.

To be completed by the teacher candidate prior to observation

Preservice Teacher: Olivia Millihan  Observer: Mrs. Hammer
Date: 11/03/15  School: DES
Time: 2:45  Grade: 3rd

1. What are your goals and objectives for this lesson?
   Students to know the economic roles of adults, and social roles of adults and children.

2. What are some specific things you would like observed?
   How I present the information, are the students engaged, am I asking the right questions, are the students gaining any knowledge from this lesson.

To be completed by the Observer:

3. Strengths to continue to build on:
   Great pace & flow from one skill or concept to the next. Excellent job using kid friendly definitions for SS vocab, and calling on students fairly (using sticks) to hold them accountable yet giving them an out (scaffolded support) if they needed it.

4. Suggestions for future lessons:
   Keep in mind "wait time", ie it always takes the whole group longer than we adults think to transition, to respond, to write, and even to think!!