



FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: <u>Jamie VAN Mijl (MATHS)</u>	DATE: <u>OCT 25, 2012</u>
SCHOOL: <u>Rapid City School</u>	GRADE/SUBJECT: <u>3/4 ELA</u>
COOPERATING TEACHER(S): <u>Jody Hryniak</u>	

Describe the student teacher's performance and make recommendations. The following may be noted: learners, outcomes, activating strategies, acquiring strategies, applying strategies, assessment strategies, and management strategies.

17- Or 3/4 students

3.2.5 - making sense of info.

4.1.3 - organize ideas

5.2.2 - work in groups.

Jamie began by doing the "listening to reading"; she read a short story aloud: *My Bear*. The students then picked one of four activities and rotated to a different activity for the next 15 minutes:

During this time, Jamie worked with four students on guided reading while an aide went from group to group ensuring all were on task. When each group's guided reading was done, they worked on a variety of worksheets depending on their reading level (Groups A to D). These students have been pre-taught by the C.T. to ensure the appropriate starting point.

On the Smart Board, there is a large print count-down clock (from 5 min to 0). The computer automatically plays an upbeat jingle as students move independently to their next activity or go to Jamie for guided reading. A different student is chosen each day to activate the 15 min. timer for each activity. The students have a Daily 5 Ticket which lasts all week - they check off what they have done and can easily see what needs to be done in the next 15 minute block.

Jamie explained clearly the expectations for this class. She showed much poise and confidence and was definitely in charge of the class. The students respected her and did exactly as she outlined. Jamie's class outline was thorough and followed to a T!

Cool class!

White Copy - Student Teacher
Yellow Copy - Field Experience Office
Pink Copy - Cooperating Teacher

Student: J. van Mijl

Cooperating Teacher: _____

Faculty Supervisor: Dennis R. Kowalski

Observation Comments Sample For Preschool Teachers

Mario C. Barbieri, Jane C. Wiatr



Observation Comments Sample For Preschool Teachers:

The Portfolio Book Elizabeth F. Shores, Cathy Grace, 1998 Presents the use of portfolio books to assess children's learning Provides ten easy to use steps that can be integrated into everyday teaching **Let's Learn and Play!, Ages 2 - 5** Gunzenhauser, 2010-06-11 Prepare opportunities for purposeful play with students in grades PK K using Let's Learn and Play This 160 page book is a comprehensive resource for creating purposeful play centers that help students solve problems experiment navigate social situations and prepare for learning These well designed modifiable center ideas allow teachers to put a personal stamp on the classroom The book supports NAEYC standards *Between Teaching and Caring in the Preschool* John C. Pruitt, 2020-07-06 In *Between Teaching and Caring in the Preschool* John C. Pruitt argues that preschool teaching is more than a set of roles and duties tied to institutional expectations Drawing on two years of ethnographic fieldwork twenty three interviews and countless conversations with preschool teachers and analysis of preschool documents Pruitt opens the black box of the preschool to show the complexity of the preschool teacher identity as it unfolds in everyday practices of teaching and caring His analysis of preschool teachers talk and interaction addresses pertinent sociological and early childhood education themes including classroom management social control emotions and identity construction He demonstrates there is more going on in the preschool than teaching young children and caring for them Through practices of classroom management and teaching language preschool teachers socialize children into education contexts and exert social control in and through teaching practices By managing emotions preschool teachers also manage impressions of themselves and the preschool He also shows how preschool teachers use resources like Montessori pedagogy and their lived experience to construct authenticity Pruitt concludes that institutions such as ECE shape identities within and away from the institution

Preschool Assessment Marla R. Brassard, Ann E. Boehm, 2008-09-16 Education **High-Quality Early Childhood Programs** Laura J. Colker, Derry J. Koralek, 2018-01-09 An invaluable tool for the director supervisor striving to identify what aspects of an early childhood program need improvement The detailed descriptions of what one should see in high quality programs and why gives readers a strong foundation of child development knowledge and of principles translated into practice Laura Colker is the author of over 100 publications and instructional guides including co authorship of *The Creative Curriculum for Preschool* *The Creative Curriculum for Family Child Care* and *The Creative Curriculum for Infants and Toddlers* *The Creative Curriculum for Preschool* now in its fifth edition is the most widely used preschool curriculum in the United States She also served as content specialist or scriptwriter on over forty educational videos for PBS and *Reading Is Fundamental* and developed online training for early childhood caregivers and family child care providers for NACCRRA National Association of Child Care Resource and Referral Agencies Diane Trister Dodge founder and president of Teaching Strategies Inc is the author of numerous books articles and training materials on early childhood education She is the lead author on all of Teaching Strategies books including the popular *The Creative Curriculum* series Derry Koralek is the

President of DGK Company an independent consultant in early childhood education and developer of training materials and guidebooks Past clients include Reading Is Fundamental the Head Start Bureau Military Child Development Programs and the Devereux Foundation Koralek is a past Editor in Chief of Teaching Young Children National Association for the Education of Young Children and winner of the Association for Educational Publishing Golden Lamp Award 2014

Handbook of Research on the Education of Young Children Olivia N. Saracho, Bernard Spodek, 2012 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early childhood education this volume addresses critical cutting edge research on child development curriculum policy and research and evaluation strategies With a multitude of new and updated chapters The Handbook of Research on the Education of Young Children 3rd Edition makes the expanding knowledge base related to early childhood education readily available and accessible

A Practical Guide to Child Observation and Assessment Christine Hobart, Jill Frankel, 2004 Packed with examples of observation techniques skills and documented examples this text covers the child observation components of all major child care courses in particular CACHE CCE and DCE NVQ Level 2 and 3 as well as BTEC

Focused Observations Gaye Gronlund, Marlyn James, 2013-04-09 Observe and document children s development in systematic purposeful ways that provide complete pictures of their progress and supports curriculum planning

Supervision That Improves Teaching and Learning Susan Sullivan, Jeffrey Glanz, 2013-01-23 Secrets to supervising for instructional improvement More than ever effective supervision is vital to instructional improvement and this new edition of a bestseller pinpoints the process and techniques that matter most Featuring 42 qualitative and quantitative observation tools this new edition includes New observation tools centered on diversity New case studies on alternative approaches to supervision A new chapter on creating transformational change More on technology topics such as blogs and online courses New scenarios highlighting English Language Learners and exceptional students Emphasis on empowering teachers to reflect and improve upon instruction

Using Observation in Early Childhood Education Marian Marion, 2003 Written by a prolific well respected author this book teaches how to observe document and assess children s development and progress emphasizing how powerful ethical responsible observation can be in a teacher s professional life Focusing on observations as an intrinsic part of authentic assessment the author advocates a protective respectful attitude toward it Provides an overview of various informal and formal observation and assessment strategies as well as instruction in how to embed observation into the daily routine of the early childhood classroom Explores ways to prevent problems ways to solve problems and ways to work cooperatively with parents Included is coverage of the ethics of observation and the pros

and cons of standardized testing as it relates to observation and assessment For early childhood teachers *Diversity and Social Justice in Early Childhood Education* Kirsten Lauritsen, Garry Robson, 2017-05-11 This collection is aimed at practitioners and scholars interested in democracy social justice and diversity The importance of the book lies in the way it discusses possible ways for early childhood education to work with diversity and language in order to allow inclusion and social justice for all children Building on case studies from Denmark Finland Iceland Norway and Sweden the text offers broad insights into the field of diversity through historical and organisational perspectives as well as viewpoints of children practitioners and parents **Social Psychology of Dress** Sharron J. Lennon, Kim K. P. Johnson, Nancy A. Rudd, 2017-03-09 Social Psychology of Dress presents and explains the major theories and concepts that are important to understanding relationships between dress and human behavior These concepts and theories are derived from such disciplines as sociology psychology anthropology communication and textiles and clothing Information presented will provide summaries of empirical research as well as examples from current events or popular culture The book provides a broad based and inclusive discussion of the social psychology of dress including The study of dress and how to do it Cultural topics such as cultural patterns including technology cultural complexity normative order aesthetics hygiene ethnicity ritual Societal topics such as family economy occupation social organizations and sports fraternal organizations Individual focused theories on deviance personality variables self values body image and social cognition Coverage of key theories related to dress and identity provide a strong theoretical foundation for further research Unique chapter features bring in industry application and current events The end of chapter summaries discussion questions and activities give students opportunities to study and research dress Teaching resources including an instructor's guide test bank and PowerPoint presentations with full color versions of images from the textbook Social Psychology of Dress STUDIO Study smarter with self quizzes featuring scored results and personalized study tips Review concepts with flashcards of essential vocabulary Download worksheets to complete chapter activities *Implementation Monitoring and Process Evaluation* Ruth P. Saunders, 2015-04-01 Implementation Monitoring and Process Evaluation by Ruth P Saunders is a practical guide that helps readers understand and use the steps that program planners and evaluators take in implementing and monitoring a new program policy or practice in an organizational setting The book covers the entire process from planning to carrying out the plan and summarizing reporting and using the results A wide range of real world examples in the book are drawn from health education non profit organizations and public administration and an extended case study Your Turn boxes and worksheet templates help readers apply concepts to their own projects Ideal for practitioners researchers and students this book can be used as a primary text for a process evaluation or an implementation monitoring course or as a supplemental text in a broader program evaluation course **Early Childhood Education** Petr G. Grotewell, Yanus R. Burton, 2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life

more holistically than any other age group Social emotional cognitive language and physical lessons are not learned separately by very young children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child s first sense of self or the building of a first identity Because this is a crucial part of children s makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience

Early Childhood Education and the Student Empowerment Program Mario C. Barbieri, Jane C. Wiatr, 2020-04-15 Dr Mario C Barbieri and Jane C Wiatr have developed a practical and informative guide to teaching for both new and seasoned teachers administrators and their support staff This book spotlights The Student Empowerment Program and is the foundation for a positive climate and culture in the early childhood classroom The program is detailed chapter by chapter and addresses the nature of the learner from play and exploration to technology to rubrics and assessments This covers the gamut of what every educator needs to know to become a master in their field The Student Empowerment Program contains the 5 R s which is the architecture a teacher needs to build a solid foundation for learning and self regulation Any educator who wants to make a positive change and become enabled to teach more and discipline less will appreciate the simplicity of our program in this step by step handbook Every word whether it is our personal experience or research based is dedicated to facilitating a smooth transition toward positive discipline student self regulation and student empowerment

Research in Education ,1974 *Resources in Education* ,2001 *Methods in Educational Research* Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, 2010-05-17 *Methods in Educational Research* *Methods in Educational Research* is designed to prepare students for the real world of educational research It focuses on scientifically based methods school accountability and the professional demands of the twenty first century empowering researchers to take an active role in conducting research in their classrooms districts and the greater educational community Like the first edition this edition helps students educators and researchers develop a broad and deep understanding of research methodologies It includes substantial new content on the impact of No Child Left Behind legislation school reform

quantitative and qualitative methodologies logic modeling action research and other areas Special features to assist the teaching and learning processes include vignettes illustrating research tied to practice suggested readings at the end of each chapter and discussion questions to reinforce chapter content Praise for the Previous Edition A new attempt to make this subject more relevant and appealing to students Most striking is how useful this book is because it is really grounded in educational research It is very well written and quite relevant for educational researchers or for the student hoping to become one PsycCRITIQUES American Psychological Association I applaud the authors for their attempt to cover a wide range of material The straightforward language of the book helps make the material understandable for readers Journal of MultiDisciplinary Evaluation Handbook of Early Childhood Teacher Education Leslie J. Couse, Susan L.

Recchia, 2015-07-24 This handbook synthesizes both contemporary research and best practices in early childhood teacher education a unique segment of teacher education defined by its focus on child development the role of the family and support for all learners The first volume of its kind the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field including the history of early childhood teacher education programs models for preparing early childhood educators pedagogical approaches to supporting diverse learners and contemporary influences on this quickly expanding area of study Appropriate for early childhood teacher educators as well as both pre and in service teachers working with children from birth through 8 this handbook articulates the unique features of early childhood teacher education highlighting the strengths and limitations of current practice as based in empirical research It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators **Equity in**

Excellence Siao See Teng, Maria Manzon, Kenneth K. Poon, 2018-12-20 This book offers a comprehensive picture of high performing East Asian education systems beyond their outstanding achievements in international assessments such as PISA and TIMSS Situating excellence within discussions of equity it contextualises the conceptions and pursuits of equity amid the development of education systems policy and curricula in selected East Asian societies While parallels could be observed across the systems including high stakes assessment culture increasing credentialism and high investment of family educational resources there are also divergences in approaches and outcomes relating to equity policies and practices In light of the challenges presented by low fertility rates ageing populations migration and the economic demands of the 21st century the book addresses these systems attempts to cater to further diversified student populations and maintain equity in excellence As the international community relentlessly seeks to enhance equity in education there is much these East Asian education systems can share This book has appeal internationally to researchers policymakers educators and anyone interested in East Asian education and equity

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