

Feedback for The Preservice Teacher

Preservice Teacher <i>Sophie James.</i>		date <i>29/10/15</i>	
Mentor Teacher <i>Kate Wilson</i>			
	Comments / Feedback		Comments / Feedback
Lesson starts smoothly and promptly and promotes a positive atmosphere amongst the students.	<i>Showered initiative Asked two students to hand out books (save time) Positive tone/voice Was quick to solve an issue with student</i>	The management of the lesson helps to maintain students' attention, interest and motivation.	<i>- Students were asked to read questions out loud which keeps them on task.</i>
The pace and flow of the lesson is maintained at an appropriate level and transitions between activities are well managed.	<i>Lesson flowed</i>	The preservice teacher carefully monitors the progress of students so that the effectiveness of the lesson is maintained by giving individual help or making modifications and adjustments to the development of the lessons as appropriate.	<i>- Walked around the class checking student progress & supporting them. - Asked students to raise their hands when finished before moving on.</i>
The preservice teacher gives clear guidance and direction concerning what is expected of students during the activity and manages student time and effort, in relation to their involvement in and the sequencing of the various activities to good effect.	<i>Clear instructions were used. Good tone, volume & language Questioned students to see their understanding. Asked students 'how they got their answer.' Hands were raised to answer questions.</i>	The preservice teacher makes effective use of various materials, resources and teaching aids, so that students' time is not wasted waiting for equipment to be set up or materials distributed?	<i>- White board - Drew diagrams & examples. - Student workbook. - Lesson plan/work sheet. Could include ICT or 'hands on' aids.</i>
The preservice teacher organises and controls the logistics of classroom life, such as how students answer questions, collect equipment or form into groups, so that the order necessary for learning to occur is maintained.	<i>Addressed children who looked off task. (Asked if they were ok, said their name).</i>	The preservice teacher uses effective management strategies in handling students movement and the general level of noise. <i>Some students were calling out.</i>	<i>- Say a child's name to get them on task. - Asked students to stay on task - Caleb & Sean. - When the noise level was rising a quick comment was made to settle them.</i>
Feedback is given to students about their progress is helpful and constructive in that it encourages further progress.	<i>"Well done, very good" - Imke. "Does that make sense?" - Rhiana. "How are you going? Do you understand?" - Callan. Stayed and helped students as required. Constantly moving around the room.</i>	The conclusion to the lesson is completed successfully in that it finishes on time, draws the lesson topic to an appropriate conclusion and there is an orderly exit by the students from the classroom.	<i>40 minute lesson Asked student to put their workbooks on the shelf for marking. Pack up could be more prompt. - Maybe count down??</i>

Observation Comments Sample For Preschool Teachers

Xiang Xie



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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 *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

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

Preschool Assessment Marla R. Brassard, Ann E. Boehm, 2008-09-16 Education *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 *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 **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

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 *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 *Teaching Social and Emotional Learning in Physical Education* Paul M Wright, Kevin Andrew Richards, 2021-06-29 Teaching Social and Emotional Learning in Physical Education is the ideal resource for understanding and integrating social and emotional learning SEL competencies into the structure of a physical education program alongside physical activity and skill development goals This text should be incorporated as a key resource to guide physical education teacher education courses specifically focused on social and emotional learning while also providing supplemental readings for courses related to physical education curriculum instruction assessment and or models based practice Similarly practicing physical education teachers who are interested in developing a stronger focus on SEL in their teaching will find that the book provides a comprehensive resource to guide their professional learning and practice

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 *Research in Education*, 1971 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 **Resources in Education**, 2001-04 *Documentation in Institutional Contexts of Early Childhood* Maarit Alasuutari, Helga Kelle, Helen Knauf, 2020-04-28 Internationally documentation has gained importance in institutional contexts of early childhood during the last 20 years This edited volume illuminates different practices and aspects of documentation in early childhood and provides theoretically informed analytical perspectives on documentation in childhood institutions Whilst drawing on different national and early service contexts the edited volume explores the ways in which documentation may be consequential in childhood and in the practices of early childhood professionals The different chapters examine assessment and normativity in documentation children s participation in it and the impact of documentation on professionalism The edited volume is targeted to students researchers and professionals in the field of education and social sciences

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

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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

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

Defining and Assessing Quality in Early Childhood Education Ferre Laevers, 1994

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Table of Contents Observation Comments Sample For Preschool Teachers

1. Understanding the eBook Observation Comments Sample For Preschool Teachers
 - The Rise of Digital Reading Observation Comments Sample For Preschool Teachers
 - Advantages of eBooks Over Traditional Books
2. Identifying Observation Comments Sample For Preschool Teachers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Observation Comments Sample For Preschool Teachers
 - User-Friendly Interface
4. Exploring eBook Recommendations from Observation Comments Sample For Preschool Teachers
 - Personalized Recommendations
 - Observation Comments Sample For Preschool Teachers User Reviews and Ratings

- Observation Comments Sample For Preschool Teachers and Bestseller Lists
- 5. Accessing Observation Comments Sample For Preschool Teachers Free and Paid eBooks
 - Observation Comments Sample For Preschool Teachers Public Domain eBooks
 - Observation Comments Sample For Preschool Teachers eBook Subscription Services
 - Observation Comments Sample For Preschool Teachers Budget-Friendly Options
- 6. Navigating Observation Comments Sample For Preschool Teachers eBook Formats
 - ePub, PDF, MOBI, and More
 - Observation Comments Sample For Preschool Teachers Compatibility with Devices
 - Observation Comments Sample For Preschool Teachers Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Observation Comments Sample For Preschool Teachers
 - Highlighting and Note-Taking Observation Comments Sample For Preschool Teachers
 - Interactive Elements Observation Comments Sample For Preschool Teachers
- 8. Staying Engaged with Observation Comments Sample For Preschool Teachers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Observation Comments Sample For Preschool Teachers
- 9. Balancing eBooks and Physical Books Observation Comments Sample For Preschool Teachers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Observation Comments Sample For Preschool Teachers
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Observation Comments Sample For Preschool Teachers
 - Setting Reading Goals Observation Comments Sample For Preschool Teachers
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Observation Comments Sample For Preschool Teachers
 - Fact-Checking eBook Content of Observation Comments Sample For Preschool Teachers
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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