

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

RJ Shavelson



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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 **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 **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 **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 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 **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 NACCRRRA 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 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 *An Introduction to Young Children With Delays and Disabilities* Richard M. Gargiulo, Jennifer L. Kilgo, 2024-07-29 An Introduction to Young Children With Delays and Disabilities Birth Through Age Eight introduces readers to educational policies services and practices for future educators serving young children birth through age eight with delays and disabilities in early intervention early childhood special education EI ECSE Thoughtfully and comprehensively addressing the needs of young children and their families authors Richard M Gargiulo and Jennifer L Kilgo offer interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations including evidence based decision making cultural and linguistic responsiveness and appropriate instruction and interventions in classroom settings and beyond The Sixth Edition has been thoroughly updated to incorporate the Initial Practice Based Professional Preparation Standards for Early Interventionists Early Childhood Special Educators developed by the Division for Early Childhood DEC and Council for Exceptional Children CEC in 2020 as well as the DEC Recommended Practices **Resources in Education**, 2001-04 **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 *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* **Language Awareness in Multilingual Classrooms in Europe** Christine Hélot, Carolien Frijns, Koen Gorp, Sven Sierens, 2018-04-23 Within the scope of today's globalisation linguistic diversity is a given fact of the

world we live in In several educational contexts in Europe language awareness LA activities have been introduced with the objective to prepare pupils cognitively socially and or critically for life as multilingual open minded and or empowered citizens in a diverse world Despite previous research in various contexts the concept of LA remains problematic a generally accepted evidence based conceptualisation is missing This confronts both research and education with a challenge in order to develop LA activities implement them successfully in educational contexts and achieve the expected outcomes we should know what the concept stands for how it works and why we would choose to implement it in classrooms or not This volume focuses on three apparent simple questions what how and why The first question what refers to the conceptual mess of LA The second question how refers to the implementation of LA activities in several educational contexts The third question why is a recurrent theme running through all the chapters and deals with a reflection on the way we deal unconsciously with LA activities in education

Play = Learning Dorothy G. Singer, Roberta Michnick Golinkoff, Kathy Hirsh-Pasek, 2006-08-24
 Publisher description *Authentic Assessment of the Young Child* Margaret B. Puckett, Janet K. Black, 2000 This book is not for the tired and timid but for those committed professionals who wish to think through a plan that is coherent cohesive learner and family focused and work through the development of a defensible reliable and valid authentic assessment system Discusses emerging research in the area of brain development research and its implication for assessment practices Provides information on the standards movement and how these standards can have either a negative or positive impact on developmental goals Adds a developmental continuum as an appendix to help teachers focus on emerging development rather than on perceived deficits in children Provides an added chapter on portfolio systems Places more emphasis on the discussions of diversity and inclusion For educators and school administrators

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