

**Field instructor's feedback on an intern's performance on one day.**

**Section A: Observation and evidence**

**Date: 1/22/13**

Relate to Sec. B

**TO (intern): Ashley Hufnagel**

**FROM: Ann Castle**

**Note special circumstances:**

1:25 Okay, we are going to do a mini lesson today. First, tell me what these two symbols are for.

S-An apostrophe and a quotation mark.

T-Not quite.

S-Quotation marks.

T-What are they?

S-Marks in a sentence to show talking.

T-Why do we use them?

S-To show dialogue.

T-I'm going to read aloud two passages. One with dialogue and one without.

T-What do you notice about them?

S-One is put together and one is spread out.

S-One has dialogue.

T-Which one is more interesting?

S-The one with less dialogue.

S-The second one.

T-Why?

S-The second one is more organized. You can tell who's saying what.

T-I like the dialogue because I feel like I'm sitting with the person.

T-One reason authors use dialogue is to make stories more interesting.

T-I want us to come up with the rules for writing quotation marks.

S-Only use when someone is talking.

S-We put a set of quotation marks at the beginning of sentence?

**T-Rule 1: "A set of quotation marks is at the beginning of the quote and at the end."**

T-What else do you notice? Where is the punctuation?

S-The punctuation is right before the end quotation mark.

T-Is it inside or outside of the quotation marks?

**T-Rule 2: "Punctuation inside quotation marks."**

T-Who can tell me what kind of punctuation is inside the quotation mark?

Sometimes there is a comma and sometimes there is a period. What is the pattern?

S-not sure...

T-More on the pattern...

S-Most of the time it said Laura said at the end, if not it's at the beginning.	
<b>T-Rule 3: "Put a comma between what is said and who said it."</b>	
T-I'm going to do one more rule. What do you notice about every time someone new starts talking? The space between the paragraph.	
S-Indent.	
<b>T-Rule 4: "Begin and indent a new paragraph whenever the speaker changes."</b>	
Pull out the Sign of the Beaver, and show the indentation and the dialogue.	
T-After the rules are written, work together on the "Using Quotation Marks" story at the bottom of the paper,	
T-Read aloud story; stop and pause when quotation marks are needed.	
Students work through this with you! You ask kids to answer these questions with you. You encounter many interesting scenarios with punctuation and quotation marks. When to put a question mark or a comma. Lots of good problem solving.	
1:48 You hand out papers.	
T-On the first half we are going to do what we just did as a class.	
On the second part of the paper, you are going to take the paragraph and rewrite it with dialogue.	
I will keep the rules up here.	
T-The first part: Insert the quotation marks where needed. Use proper punctuation.	
T-You and the students continue to work on this. You get them going and then have them work on their own.	
T-You wander around while the students are working on their papers.	
1:58 Students are working on their own. One student wants to reword the paragraph. She is very capable of doing this!	
2:10 You go back to the front of the room to revisits part two of the assignment.	
T-If you are having trouble with the challenge, look up here.	
T-The paper says, Tiffany asked what the note said. How could you write this in dialogue?	
S-"Laura, what did the note say?"	
T-What did Laura say?	
S-Laura said, "I think he is uglier than a two headed frog! It was a lie!"	
T-Make sure to skip lines and indent for every paragraph.	
S-Students are continuing to work on their papers.	
2:22 Many students are finished! The last group is finishing.	
2:25 Gym Class.	


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**Section B: Reflection and analysis (parts and levels of teaching)    Date:**

<b>TO (intern):</b>		<b>FROM:</b>									
		You <i>talked or wrote</i> about it					You <i>did it</i> .				
<b>In this visit, it appeared to me that:</b>		<b>B</b>	<b>E</b>	<b>C</b>	<b>R</b>		<b>B</b>	<b>E</b>	<b>CR</b>		
<b>1. You came prepared for standards-based instruction (Stand. 1):</b>					<b>N</b>				<b>N</b>		
a. prepared to conduct caring and organized class activity.			C					C			
b. prepared to promote learning to recall and comprehend.			C					C			
c. prepared to promote learning to apply, analyze, synthesize, <u>or</u> evaluate.			C					C			
<b>2. You taught both knowledge and reasoning (Stand. 1):</b>					<b>N</b>				<b>N</b>		
a. led students to participate as planned and engage the content.			C					C			
b. led students to recall correctly and say it in their own words.			C					C			
c. led students to apply, analyze, synthesize, <u>or</u> evaluate.			C					C			
<b>3. You assessed learning and adjusted instruction (Stand. 1):</b>					<b>N</b>				<b>N</b>		
a. took steps to learn whether students engaged the lesson, & adjusted.			C					C			
b. took steps to learn whether students recalled, comprehended, & adj'd.			C					C			
c. took steps to learn whether students applied, analyzed, etc., & adj'd.			C					C			
<b>4. You produced the manner that suited each occasion (Stand. 2):</b>					<b>N</b>				<b>N</b>		
a. appeared organized, calm, and reasonable.			C					C			
b. appeared informed, expecting students' attention and response.			C					C			
c. appeared interested in, aware of, responsive to students' thinking.			C					C			
<b>5. You motivated students to participate and learn (Stand. 2):</b>					<b>N</b>				<b>N</b>		
a. led students to attempt assigned tasks and activities.			C					C			
b. led students to direct their own behavior and/or devote energy to tasks.			C					C			
c. led students to take visible initiative and/or persist when task is difficult.			C					C			



## Field instructor's feedback on an intern's performance on one day

### Instructions for Section A

#### "On one day"

A field instructor feedback form IS NOT an answer to the question, "How good is the intern, as a teacher? It IS a description, analysis, and evaluation of the intern's performance as observed, interpreted, and evaluated by the field instructor on the day of a visit. The immediate issue is a performance and its consequences for students, and how that performance could be improved. (Of course, over time, a series of completed feedback forms and other information will yield an estimate of the intern's competence, but that is a longer-term matter.)

**Section A.** Section A is used during observation, when the field instructor is focusing intensely on what is happening in the classroom, moment by moment. In Section A, the field instructor writes a running record of the lesson, from beginning to end of the observation, with some commentary and related suggestions.

To relate the evidence and comments in Section A to the analysis in Section B, the field instructor can put marginal notes into the right column of Section A. For example:

J__ is calling mostly on a group of about eight students who are raising their hands. Students not raising hands are rarely called upon to contribute.	6b
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Or

Make sure you have all materials organized prior to class.	1a
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### Instructions for Section B

While a field instructor might make some marks in Section B during pre-observation and observation, Section B's primary purposes are interpretation, analysis, and evaluation. Section B should help interns and field instructors to remember important parts and levels of teaching related both to interns' learning and to their students' learning. Section B's primary use will be in the post-observation conference, and perhaps afterward.

For completing Section B, it will be helpful for the field instructor to begin the post-observation conference by asking two questions:

- What did you intend to achieve in this lesson?
- What do you think you did achieve, and how can you tell?

#### Section B ratings

Section B asks the field instructor first to consider visible acts--what the intern did and what the students did. Necessarily, the field instructor will draw some inference about what might be going on in the intern's or students' minds, but the first consideration is visible activity.

Section B asks both, Can interns write or talk reasonably about this part/level of teaching? And, Can the intern do it, perform it in the classroom? Both are important. Field instructors coach both. And so the field instructor marks (codes) both in the feedback form. For write or talk about it, and for do it, the field instructor uses the same set of codes.

***How do we set the standard?*** In choosing among these codes, the field instructor should compare the intern's performance--on the given day--with descriptions in the professional literature and good teachers' lore, particularly the literature and lore taught in the program.

## instructions for Section B, continued

**The basic rule** is that the field instructor should enter two marks (for wrote or talked..., and for did...) in each row (1a, 1b, 1c, etc.), except the three rows of part 8, which is solely a matter of "talking or writing." The treatment of blank rows is described below.

### The most common codes (columns provided)

**B Beginning.** This is where interns start. The performance included some of the major elements. The intern's enactment of those elements vaguely resembled descriptions in the literature and lore. Some students participated in their part of the performance.

**E Expanding.** Gradually, interns build their teaching repertoires. So: The performance included a majority of the major elements. The intern connected some of those elements. The intern's enactment of those elements generally resembled descriptions in the literature and lore. Some or many students responded as intended, and the intern noticed how they responded. E is a substantially higher rating than B.

**C Connecting.** With thoughtful practice, interns "get it together": The performance included most major elements. The intern connected many of these elements in a coherent performance. The intern's enactment of those elements largely resembled descriptions in the literature and lore. Many students responded in the intended way, and the intern often noticed and adapted to their responses. This is a performance to be proud of. C is a substantially higher rating than E.

**R Refining/extending.** This performance is rare for interns--it is more typical of thoughtful third-year teachers. But this performance should be acknowledged when it does occur. The performance included all major elements, and these were well integrated and sharply executed. Students and teacher interacted responsively, working together.

### Expectations for interns

B, Beginning is good enough in the first lead teaching period, but not good enough in the spring. E, Expanding should become visible in the first lead teaching period and steadily increase through the middle of the year. C, Connecting should become visible in the spring lead teaching. Interns should strive to achieve the "C" performance often by the end of the year, to make themselves well-started novices who can begin full-charge teaching and continue learning to teach increasingly well.

### Other codes (entered as needed)

**O Omission, out of range.** Enter "O" in the "B" column. Due to errors of omission or commission, the performance did not achieve the beginning level, B.

**N No estimate.** Circle the "N" for the whole part, or enter "N" in the "c" row. The code has two uses. (1) Field instructors cannot always make estimates on everything in the form on every visit. "N" is used to mark the parts that the field instructor cannot or does not attend to. It is not a rating of the intern's performance. Circle the "N" for the whole part. (2) Sometimes, an acceptable lesson is planned to achieve only levels "a" and "b" on the day that the field instructor observes. To deal with this case, enter "N," no estimate, in the "N" column of the "c" row.

**When forms are entered to the program evaluation database**, coders will follow two main rules:

1. Any intentional mark in a cell ( $\surd$ , X, /, ?, \*, etc.) will be taken to mean that the field instructor selected that cell as the best estimate of the intern's performance. Field instructors: Notice that this means that you can share a code with interns, for example "?" to mean "I wasn't confident about this," or " $\surd$ +" to mean, "I felt it was a bit better than this." Coders will treat the two marks exactly alike.
2. Empty cells, marks in two cells, marks across two or more cells, marks on the line between cells and other ambiguous marks all will go into the database as "missing." The patterns of missing data can be analyzed, and that might be useful for some purposes, but the missing data are not included in computing summary scores, constructing graphs of them, etc.