

INDIANA WESLEYAN UNIVERSITY

The Teacher as Decision Maker

Use these domain indicators as a guideline to complete the Field Experience Observation Summary Form.

<p>I. Content/Subject Matter: The candidate understands and demonstrates knowledge of content areas and instructional strategies.</p> <ul style="list-style-type: none">• Demonstrates knowledge of content being taught• Demonstrates knowledge of lesson plan design• Plan establishes clear objectives at correct level of difficulty• Plan includes<ul style="list-style-type: none">○ Anticipatory Set○ Purpose Statement○ Questions at varying levels○ Variety of activities/strategies which enhance objective○ Participation of all students○ Closure activities○ Formative and summative evaluation○ Management activities (including transition)○ Cross-curriculum integration○ Implementation of technology	<p>II. Personal Development: The candidate demonstrates attitudes that are consistent with caring and moral and ethical behaviors.</p> <ul style="list-style-type: none">• Practices social amenities in an educational community• Respects the dignity of others• Demonstrates enthusiasm/energy/vitality/stamina• Demonstrates warmth and caring to all children (equity)• Demonstrates integrity in all situations• Projects a professional image in dress and manner
<p>III. Professional Development: The candidate is accountable for his or her own life-long learning; the candidate demonstrates effective decision-making skills in the classroom.</p> <ul style="list-style-type: none">• Modifies teaching based on previous feedback• Maintains cooperative and effective relationships with supervising teacher(s) and university supervisor(s)• Dresses appropriately and professionally• Demonstrates participation in professional organizations and associations, and school related activities through reflective analysis journal• Accepts constructive criticism professionally• Self-evaluates teaching performance	<p>IV. Rights and Responsibilities: The candidate understands legal rights and responsibilities; demonstrates understanding professional, contractual, societal and administrative expectations.</p> <ul style="list-style-type: none">• Demonstrates punctuality and dependability in the professional community (i.e., pre-planned lesson/unit preparation, materials, attendance)• Demonstrates organizational skills• Demonstrates initiative• Demonstrates confidentiality• Completes assigned duties in a professional manner

<p>IV. Methodology (Implementation of lesson plan): The candidate demonstrates the ability to use a wide-range of instructional techniques and technology.</p> <ul style="list-style-type: none"> • Instructs to specific objective(s) • Focuses students to task (anticipatory set) • Establishes and states purpose • Provides adequate, appropriate examples (modeling) which clarify text content • Demonstrates use of questions at varying levels • Dignifies/clarifies student responses • Provides summary at end of lesson • Selects model of instruction appropriate to objectives being taught. • Establishes cycles of review, feedback and testing • Provides opportunities for feedback in a nonevaluative atmosphere • Utilizes activities which support the objective(s) • Involves all students • Clarifies directions • Checks for understanding (monitor and adjust) • Uses practice appropriately • Uses closure • Balances lesson effectively • Makes maximum use of time • Paces lesson effectively • Implements activities which demonstrate cross-curricular integration • Uses formative/summative assessment 	<p>V. Management of Time, Classroom and Behavior: The candidate utilizes classroom organizational strategies and management techniques.</p> <ul style="list-style-type: none"> • Organizes materials: legible, accurate, neatly constructed, readily available • Utilizes management plan effectively, consistently • Sets and reinforces expectations • Maintains awareness of total class at all times • Keeps students on task and actively involved • Deals with misbehavior appropriately • Recognizes and rewards appropriate behavior • Organizes room for lesson effectiveness • Groups students to meet lesson objective • Manages small and large groups effectively • Manages transitions effectively • Maintains flexibility
<p>VII. Communications: The candidate uses appropriate oral and written communication. Communicates well orally and in written form.</p> <ul style="list-style-type: none"> • Demonstrates clarity, neatness, legibility and accuracy in all written work (i.e., University, administration, colleagues, parents, children) • Uses developmentally appropriate vocabulary • Provides and models clear directions • Presents ideas and concepts in a variety of ways • Demonstrates effective verbal communication with supervising teacher and University supervisor • Uses standard grammar • Speaks effectively (i.e., tone and volume) • Shows enthusiasm • Uses student ideas • Handles administrative and clerical interruption efficiently • Uses non-verbal rapport skills • Listens attentively 	<p>VIII. Global/Multicultural Perspectives (Diversity) The candidate appreciates diversity in terms of exceptionalities, global and ethnic differences.</p> <ul style="list-style-type: none"> • Demonstrates use of multicultural concepts/materials in lesson design • Demonstrates awareness of race and ethnic issues affecting instruction • Demonstrates understanding of gender issues • Plans for students with diverse needs