**Teach 2 Feedback Form (Day 1 and Day 2)**

**OBSERVER:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE AND CLASS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Guiding Questions** | **Responses/Comments (specific examples are helpful)** |
| Professionalism and Preparation | - What do you notice about the professionalism of the preservice teachers?  - What do you notice about their organization and level of preparation for the lesson?  - What did you notice about the teachers’ time and materials management? |  |
| Interactions / Environment | - What did you notice about how the students interacted with the preservice teachers?  - What evidence did you see that the classroom was a welcoming, productive, and equitable environment?  - Did the preservice teachers speak so that all students could hear them? Address students by name? What percentage of students spoke during the lesson?  - Did the preservice teachers speak from different locations and station themselves near all students systematically? |  |
| Lesson Implementation and Student Participation | - What evidence do you have that all students participated in the lesson?  - What evidence did you see of students working productively collaboratively? How did the preservice teacher support this?  -What preservice teacher moves promoted participation by ALL students in the classroom?  - What evidence was there that students were engaging in open-ended tasks where there are multiple possible responses/ avenues for participation?  - Did students engage in learning meaningful science and mathematics? Were any content errors noted? |  |
| Equity and Diversity | -In what way did the lesson connect to the experiences/ interests of the students?  -What evidence did you see that the teachers created an inclusive learning environment?  -What did you notice about the ways in which the preservice teachers supported students from various backgrounds, who have different interests, and/or ability levels?  -What did you notice about the ways in which the preservice teachers supported students for whom English is not a first language?  What did you notice about the ways in which the preservice teachers supported students who legally require accommodations or modifications? |  |
| Focus Question:  *What do you want to know about your own teaching?* |  |  |

**ADDITIONAL COMMENTS**: (feel free to add additional pages as needed)