

**UHS/C&I 216 Teaching Skills Analysis Feedback Form - Illinois State University - Realizing the Democratic Ideal**

Course Taught \_\_\_\_\_ Grade Level \_\_\_\_\_ C&I Student \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Lesson # 1 2 3 4 5 6

<b><u>Dimensions Of Teaching and Learning and Alignment with “Realizing the Democratic Ideal**”</u></b>	<b><u>Perf. Cat.**</u></b>	<b><u>Comments</u></b>
<b>Professional Demeanor Characteristics</b>	NA, NE, UD, D, SD	
Showed professional responsibility for promoting student learning (MV3, 4 IV3)	NA, NE, UD, D, SD	
Responded consistently, fairly to specific student situations (MV1, IV1)	NA, NE, UD, D, SD	
Wore professional attire throughout field experience (MV3)	NA, NE, UD, D, SD	
Conducted positive professional interactions in a variety of diverse instructional and non-instructional settings (MV2, 3)	NA, NE, UD, D, SD	
Demonstrated reliability, dependability, punctuality during clinical experiences (MV2, 3)	NA, NE, UD, D, SD	
<b>Lesson Components &amp; Instructional Techniques</b>	NA, NE, UD, D, SD	
Lesson Plan had an introduction (set), body, and conclusion (IV3)	NA, NE, UD, D, SD	
Lesson objectives were clearly presented to class and addressed during instruction (IV1, 3)	NA, NE, UD, D, SD	
Content knowledge/skills/dispositions were evident in the lesson (IV1, 3)	NA, NE, UD, D, SD	
Learning activities flowed together, were well paced, and supported learning outcomes/objectives, were engaging, and advanced student learning (IV3)	NA, NE, UD, D, SD	
Assessment techniques were used for diagnostics, summative evaluation, and reflected to what degree objectives were met (IV2, 3)	NA, NE, UD, D, SD	
Used a variety of questions of the appropriate type (cognitive, psychomotor, affective) to encourage and assess student learning (IV1, 3)	NA, NE, UD, D, SD	
Used materials, texts, exhibits, demonstrations, processes, technologies, etc. that advanced student learning (IV1-4)	NA, NE, UD, D, SD	
Used meaningful closure and/or summary techniques during lesson (IV3)	NA, NE, UD, D, SD	
Used positive feedback and reinforcement strategies for student motivation to learn (MV1, 4 IV 2, 3)	NA, NE, UD, D, SD	
<b>Organization and Management of the Classroom and Interpersonal Skills</b>	NA, NE, UD, D, SD	
Used classroom facilities, technologies, and equipment to maximize student behavior and learning (MV3, IV1, 3, 4)	NA, NE, UD, D, SD	
Displayed a positive attitude and leadership toward students and teaching (MV3, 4 IV3)	NA, NE, UD, D, SD	
Demonstrated the ability to keep track of students’ on-task and off-task behaviors (MV3 IV3)	NA, NE, UD, D, SD	
Classroom rules and procedures were used to maintain a safe classroom environment (MV1, 3, 4 IV1, 3)	NA, NE, UD, D, SD	
Used positive feedback and effective interpersonal communication with students (MV1-4 IV2, 3, 5)	NA, NE, UD, D, SD	
Responded to assessment and coaching provided by mentor to improve instruction (MV2, 3)	NA, NE, UD, D, SD	

\*See reverse side for explanation of how codes align with “Realizing the Democratic Ideal”

\*\*Performance Categories: NA = Not Applicable at this time; NE = Not Evident; UD = Under-Developed; D = Developing, Needs More Attention to Detail; SD = Sufficiently Developed

## **C&I 216 - Instructional and Evaluative Methods in Secondary Education**

### **UHS Field Experiences Aligned with “Realizing the Democratic Ideal”**

#### **Realizing the Democratic Ideal**

Illinois State University has a historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places on them. Illinois State teachers unite the moral and intellectual aspects of teaching by embodying what one might call their virtues.

#### Moral virtues

- Sensitivity toward the varieties of individual and cultural diversity **(MV1)**
- Disposition and ability to collaborate ethically and effectively with others **(MV2)**
- Reverence for learning and seriousness of personal, and public purpose **(MV3)**
- Respect for learners of all ages, with special regard for children and adolescents **(MV4)**

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#### Intellectual virtues

- Wide general knowledge and deep knowledge of the content to be taught **(IV1)**
- Knowledge and appreciation of the diversity among learners **(IV2)**
- Understanding what affects learning and appropriate teaching strategies **(IV3)**
- Interest in and ability to seek out informational and collegial resources **(IV4)**
- Contagious intellectual enthusiasm and courage enough to be creative **(IV5)**

Illinois State prepares teachers who have a strong sense of themselves and their mission as teachers.

Adopted by Council for Teacher Education, March 4, 1997