

Student Reflections based upon PEER GENERATED FEEDBACK

	Future Improvements	Observation (Positive, Negative, Neutral)	Conceptual Statement	“Shoulda”
HD	I think I need to cut down on instruction and get students moving faster; I need to stick to the cues and refrain from over explaining them; practicing more often will allow me to feel a little more relaxed and confident about what I’m teaching			
IH	I will continue working on using my words wisely and taking out tag words. ...I also need to be aware of how many times I use general feedback like “Good job.”	My peer observation gave me a 2 (the highest) rating for every category. I was lower in every category than what the goals were. I was close in a few but not close enough. In positive specific feedback I had only 1.8 responses per minute, which was my highest rate but still 1.2 responses below the goal.		
JH	I just have to come to class in an enthusiastic mood just like you have to put that happy face on everyday. I think improving voice quality will put a major influence on enthusiasm. Better planning out of what my specific instructions. Get used to using key words to make instructions easier to understand.		Using routines can save lots of time during managerial transitions.	
JS	I need to try to give more specific feedback, instead of just general feedback.	I think that I could do a better job of explaining the activity...	...seeing it done is better than saying how to do it.	...I should have had some students, like you said, “Go through it a couple times slowly so everybody can see...”

TJ	I need to check for understanding before sending students off. I can do that by asking questions and by making the students accountable.			
TS	I will check for better understanding. Plan what I will say or what the students will do so that I can quickly switch from activity to activity without delay and thus create more practice opportunities; be conscious of what I say and how I say it so that everyone is on the same page.			I asked questions at the end, but I (should have asked) questions right after demonstrating the skill to check for understanding right away.
ZD	Come up with more routines...	I think that I can be a lot more creative with activities, but that will come with time when I am more comfortable and experienced.		
	Future Improvements	Observation	Conceptual Statement	“Shoulda”

Student Reflections based upon VISUAL RECORD

	Future Improvements	Observation (Positive, Negative, Neutral)	Conceptual Statement	“Shoulda”
HD		I was not moving around, I was partnered with a student.	The teacher can better manage a class if she/he shows unpredictability in supervision patterns.	I could've helped and been more efficient if I had Isaac (the odd student) join a group to make 3 and then walk around to not only give feedback and cues, but also to see different angles of students.
IH	One thing I can do better is to slow down and think about what I am going to say. I can always work on being more prepared so that I will	I know that I can get caught up in saying one thing and thinking about another, which jumbles my words and thoughts. ...I was trying to		I think I should have paid more attention to their practice and critique them or help them more.

	<p>be ready for any differences that the students have. Work on tag words as well—So!</p> <p>I need to slow my mind down and think about the things that are important for the students to know.</p>	<p>watch that ball as well as the other students.</p> <p>I didn't do a very good job of specific feedback. I said "good job" to many people, but they probably didn't know what they did a good job on. My mouth and mind move at two different speeds...</p>		
JH	<p>Look for students who will need more feedback than others and give specific feedback on how to improve while getting around to all the students.</p> <p>I need more practice to get in ??? a comfort level out there teaching so that I don't stutter. I also have to make it a point not to mumble and project my voice.</p>		<p>The key to elementary (?) instructions are being prepared and knowing what you want to say.</p> <p>Knowing my lesson plans and the instructions I need to give will allow the students to understand easier.</p>	
JS	<p>...I can do this by more preparation.</p> <p>When I am giving instruction I need to make sure that everybody is paying attention and staying on task.</p>			<p>I could have made my demonstration better by making sure I had every instruction clearer...</p>
TJ	<p>I will definitely say a different prompt besides good job which I said about 10 times. I need to speak to them more individually and be more specific about what they are doing well.</p> <p>I will do a lot less saying "alright." I need to be more aware of my speaking and not use a space filler.</p>		<p>It is good to give specific feedback vs. just saying "way to go!" type statements because generic statements eventually don't mean anything after you say it 15 times.</p>	

TS	<p>State more specifically what I want them to do and have students run through the exercise to demonstrate the activity; I need to not take for granted that they understand the activity by telling them what to do . I may need to demonstrate or walk through the exercise.</p> <p>Provide precise feedback instead of a general good job or nice work. Work on seeing what the student is actually doing correct or incorrect and relaying it to the students. Make it a priority to provide feedback; do it and do it until it becomes a habit.</p>			
ZD	<p>I also just need to look up when I am talking instead of messing with the soccer ball.</p> <p>I need to not give as much general feedback and start giving more specific feedback. I just have to start paying attention more to what kids do so I can give them specific feedback.</p>	I can get more comfortable talking but that'll come with time.		
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