

Muhlenberg School District- Classroom Observation Form

Student Teacher: Morgan Snyder	Room No. Houser's Room	Grade/ Class Fifth	Subj. LS-Math	Attendance M 8 F 5
Date: 5/2/12	Time : From To 10:30 a.m. to 11:00 a.m.		Observer's Signature	

O = Observed

NO = Not Observed

N/A = Not Applicable

A: Preparation and Planning	O	NO	N/A
Teaches the curriculum	X		
Appropriate content development and organization in relation to the curriculum	X		
Lesson Plans available for review	X		
Gradebook available for review			X
Appropriate instructional aids/ classroom materials secured and ready	X		

Notes:

- The lesson plan presented included state academic standards, pre-assessment, objectives stated in observable terms, modifications relative to individual student's IEPs, materials needed for the lesson, procedures, and concluding activities.
- Miss Snyder ensured that the accommodations, modifications, and specially designed instruction outlined in the students' Individualized Education Plans were followed.
- The students were divided into four groups based on skill needs as determined by the teacher prior to the lesson.
- Miss Snyder worked with one small group of students and provided the other students with activities related to the lesson as they rotated through their small groups, two facilitated by the other adults in the classroom and one independent station.

B: Setting and Introduction	O	NO	N/A
The classroom environment is conducive to learning.	X		
The classroom arrangement is appropriate for the lesson.	X		
Students are greeted upon arrival to the classroom.	X		
The lesson for the day is introduced.	X		
Objectives for the lesson are clearly stated and appropriate for the students	X		

Notes:

- The classroom is arranged in small groups and some students were working independently and with adults.
- Miss Snyder reviewed the purposes and objectives for the instructional activity and lesson and then followed the lesson outline that was provided.

C: Lesson Delivery & Instructional Practice	O	NO	N/A
The lesson contained a review of previous instruction	X		
Homework is checked for completeness and accuracy		X	
The explanation of the skills to be learned relates to prior instruction	X		
Prepared activities transition smoothly one to another	X		
Instructional strategies employed in the classroom include Group Discussion <u> X </u> Inquiry/ Questioning <u> X </u> Project/ Activity <u> X </u> Lecture/ Demonstration _____ Student led discussion _____ Other _____	X		
Questions asked of the students require Synthesis of info _____ Analysis of data _____ Application of concepts <u> X </u> Comprehension & Knowledge <u> X </u> Factual recall <u> X </u> Evaluation of Info _____	X		
Instruction provided was clear and concise	X		
Structured activities utilized in the class supported objectives/ instruction	X		
The teacher facilitates small group or student led work	X		
Teacher monitors independent practice	X		
Information is summarized at the conclusion of the lesson			X
Homework/ practice is assigned to reinforce instruction			X
The class is brought to an appropriate closure		X	

Notes:

- The students were divided into their groups and Miss Snyder explained that the purpose of the activity was to review for the test on the material tomorrow.
- Students were given a piece of paper that was referred to as their “passport.” This passport was to be carried by students and would be signed at the conclusion of each group work period (approximately 10 minutes per group.)
- One student was designated as the time keeper and kept the stopwatch timer.
- Miss Snyder assigned each group of students to a station and began the time for the first round.
- Miss Snyder worked with the group of students and facilitated their work on the word problems. Redirection and re-teaching was provided to students as they worked on specific types of word problems.
- Miss Snyder engaged students in conversations about their work on the problems and the process that they were engaging in to find the solution to the problems.
- Miss Snyder used humor and positive interactions with the students to engage them in the lesson and the problem solving process.
- When the timer expired Miss Snyder used a rhythmic clap, to which students responded with an echo clap, to gain their attention as she directed them to their next center.
- Once all students completed a rotation through each of the centers, Miss Snyder collected the papers that the students worked on as they made their way to their seats.
- Miss Snyder then engaged students in a discussion about ways that they could study for tests.
- Miss Snyder also reviewed the behavioral expectations for the students. She acknowledged that the entire class met the behavioral expectation and announced that a quarter would be added to the class bank. She engaged them in a quick activity to add \$0.25 to the bank that already contained \$1.15.
- At the conclusion of the activity Miss Snyder led the students in a math game where they tossed a beach ball with number written on it around the classroom to each other. The student that threw the ball told the student who caught it to perform a mathematical operation (add, subtract, multiply, or divide) using the two numbers that their thumbs were covering.

D: Management/ interaction with Students	O	NO	N/A
Behavioral and academic expectations are clearly transmitted to students	X		
Students were engaged in the lesson and on task	X		
Bell to bell instruction was provided during the class period	X		
Student attention to task is monitored throughout the class period	X		
Student learning is assessed during the lesson	X		
Explanations or corrections are provided when students do not understand concept/lesson	X		
Student behavior is monitored and appropriately corrected throughout the class period	X		
The teacher is enthusiastic and positive with students	X		
Humor is utilized in the lesson where applicable	X		
Students are encouraged to learn and succeed in the classroom	X		

Notes:

- Students were aware of the procedures and rules and the atmosphere in the classroom was very positive and encouraging. Student success was expected.
- Student behavior was monitored during the lesson as Miss Snyder engaged each student in solving the problems. When one of the students seemed to dis-engage from the lesson, Miss Snyder prompted him to provide input into the problem that she was working on with them.
- The use of the ‘passport’ helped students remain focused on not only the academic task but also their behavior. Miss Snyder’s affect was positive and she made eye-contact with students as she worked with them on the problems during the lesson.

Commendations:

- The directions that you provided to the students were clear and concise and gave the students the ability to complete the task well, with minimal prompting.
- The ‘passport’ idea was a nice way to facilitate accountability among students for the academic tasks as well as a reminder about the behavior expectations for the lesson.
- You provided timely, relevant feedback to students with regard to the concepts in the station you were working with and allowed them to correct their mistakes and find ways to incorporate components of what they learned into their practice.
- I liked the way you walked around to each student who wanted to respond to the question, “How much money will be in the class bank if we add \$0.25 to \$1.15?”. By allowing students to opportunity to whisper their answer to you, it may encourage more to respond and alleviate some fear of getting it wrong in front of their peers.
- You were encouraging of students as they played the math game at the end of the lesson.

Recommendations:

- When preparing a lesson plan it is important to also include ‘student friendly learning targets’ so students know what the expected focus is for the lesson as well as vocabulary that is specific to the lesson.
- Using centers is a great strategy to use with students. It may be helpful to provide them with a time check or advanced notice of when the time is going to expire. Perhaps next time the timer beeping could indicate a one-minute warning before a switch was going to occur. It is always a good idea to give students the opportunity to prepare to shift their mind-set and conclude what they are working on before they must move to another center.
- In your closure activity you noted in your lesson plans that you would, “ask students if they have any questions about the math test.” It may be helpful to find other ways to check for understanding as some students may not know that they don’t know.