

Module #4 - Observing and Reflection

Pre-student Teaching *Classroom Observation Record*

Your Name: John Berner	Today's Date: 12/14/06
School: Colfax Highschool	Grade Level: 9 - 12
Topic of Lesson:	# students in class: 10
Teacher Observer: Mike Gullickson	

<p>2a: Creating an Environment of Respect Teacher interaction with Students Student Interaction</p> <p>The teacher addresses issues with language mostly, but it has been observed that he has had to make students apologize for comments that shouldn't have been said to another. He has also said that students are free to express their opinions respectfully.</p>	<p>3a: Communication Clearly and Accurately Directions and procedures Oral and written language</p> <p>The teacher spoke very slow, loud and clear when giving out directions. He also made sure that he repeated his instruction more than once addressing students by name who he thought didn't pay attention the first time.</p>
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<p>2b: Establishing a Culture for Learning Importance of content Student pride in work Expectations for learning and achievement</p> <p>The teacher encouraged students to self pace themselves on the work that was assigned. He would rather have the students think their way to a solution. Help would be offered the next class period if a student was stumped on a problem they couldn't get through.</p>	<p>3b: Using Questioning and Discussion Quality of questions Discussion techniques Student Participation</p> <p>The teacher would continuously ask the students how they felt about accuracy and how important it was to deliver a product or service that consumers are going to be happy with.</p>
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<p>2c: Managing Classroom Procedures Mgt. of instructional groups Mgt. of transitions Mgt. of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals</p>	<p>3c: Engaging Students in Learning Representation of content Activities and assignments Grouping of students Instructional materials and resources Structure and pacing</p>
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There was a group of students small enough that the teacher could let the students help each other out. The students had a set of drawings they learned to draw on paper first and then transfer to computer for the second half of the semester.

The students were allowed to be self paced. Their assignments had few deadlines to allow students to work out their problems and assignments. The teacher seemed to be against spoon feeding students.

<p>2d: Managing Student Behavior Expectations Monitoring of student behavior Response to student misbehavior</p>	<p>3d: Providing Feedback to Students Accurate and specific , substantive, constructive, and timely</p>
<p>If the students were going ahead or not following directions, the teacher would have the students turn their seats around and/or take their hands off of the mouse and keyboard. He stressed the importance of doing only what was instructed.</p>	<p>The teacher is always encouraging students by telling them that they are meeting his expectations even though they are hung up on problems he will not give the answer to. The teacher never gives the students answers, and he states that it is because they are capable of achieving the tasks on their own.</p>

<p>2e: Organizing Physical Space Safety and arrangement of furniture Accessibility to learning and use of physical resources</p>	<p>3e: Demonstrating Flexibility and Responsiveness Lesson adjustment Response to students Persistence</p>
<p>There was a large table in the center of the room where the class faced each other. Around this table was a semi-circle of computers, where the students have their backs to each other. There is plenty of walk space for traffic between the tables. The teacher can see everything that is going on when standing between them.</p>	<p>The teacher responds to questions quickly, often to make sure everybody is together during instruction.</p>

Other comments:

Reflection (used with Pre-student Teaching Classroom Observation Record)

Your Name: John M. Berner	Today's Date: 12/14/6
School: Colfax Highschool	Grade Level: 9-12
Topic of Lesson: Setting up a Template	# students in class: 9
Teacher Observer: Mike Gullickson	

1. From the perspective of a student in the class, describe the goals of the lesson? (Type in the cell below each question.)

Everyone in the class will have a template that is the same. Although I knew where the teacher was going, I don't think the students understood what was expected of them.

2. As you reflect on the lesson observed, in what ways were students engaged in the process of learning? How does the level of engagement signify learning?

I don't feel that this lesson engaged in the process of learning. The lesson seemed to be a step by step process of setting up a tool for the students to use. The students were basically doing what they were told so that they had tools they could come prepared with later.

3. On what basis could you conclude whether students learned what the teacher intended them to learn?

If students created future drawings without altering the template that was created, I would say that they understood what a template is and how it is used to save set-up work.

4. If you had the opportunity to teach this lesson to this same group of students, what would you do differently from that which you observed? Why?

(If you have elected to not change anything, describe two different ways in which you might accomplish the same lesson goals.)

I think an overview and objective is important. The students need to know the consequences of not following the instruction. Templates are useful tools in various fields.