

ED 201 Observation One: Interaction in an Off-Campus Situation

Autumn Reiger

<p>Creating the teaching plan: Coordination/Conceptualization Lesson plan includes clearly stated goals and objectives <input type="checkbox"/> Lesson plan includes clearly stated procedures: <input type="checkbox"/> Introduction <input type="checkbox"/> Steps for instruction <input type="checkbox"/> Timing <input type="checkbox"/> Closure <input type="checkbox"/> How connections are made to student lives <input type="checkbox"/> Lesson plan includes clearly stated list of resources appropriate to goals/objectives</p>	<p>The lesson plan contained a clear goal that was directly related to WI Academic Standard A.3.2. The Instructional Objective was a reasonable connection of what could be expected of a third grader aiming to reach the 4th grade goal. The introduction probably could have been a little more detailed, but the students participated and seemed to enjoy the discussion of the many ways they could eat an apple. It was amazing that they came up with the same things you predicted. The timing was very close. Closure ended up being short because you knew the class had to move on, but it was clearly directing them toward future use of pictographs. Your preparation for this lesson was excellent.</p>
<p>Summary Statement: Your use of Conceptualization in this lesson showed in more than one area. You modeled a professional interest and standard that demonstrated your awareness of yourself as a part of the educational process. You also used the structure of the lesson to guide the students to new awareness of word uses and collaborative perspectives.</p>	<p>Coordination was clearly present in the way you integrated resources, brainstorming, gathering data, and graphing it, into a really focused learning experience. Furthermore, you modeled collaboration as you worked to help students develop a group concept of pictograph.</p>

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<p>Teaching with enthusiasm: Communication <input type="checkbox"/> Makes goal of lesson clear to students <input type="checkbox"/> Holds student attention during lesson <input type="checkbox"/> Communicates clearly and accurately-oral (grammar, tone, volume, tone, speed) <input type="checkbox"/> Gives directions that are clear and well sequenced <input type="checkbox"/> Communicates clearly and accurately-written <input type="checkbox"/> On chalkboard or transparencies <input type="checkbox"/> In feedback to students <input type="checkbox"/> Uses examples or illustrations to make meaning clear <input type="checkbox"/> Shows enthusiasm when interacting with students <input type="checkbox"/> Maintains eye contact when interacting with students <input type="checkbox"/> Uses strategies to motivate students</p>	<p>You explained at the beginning of the lesson that they were going to work on another kind of graph. You referred to their past experience and then extended the explanation to include picto-graphs. Students were completely involved and enthusiastically volunteered as was appropriate. You repeated directions often enough for everyone to know what was expected. Directions seemed to clarify things for students involved in an unfamiliar activity. Your examples were very useful in clarifying strategies. One example came when a student suggested that drawing an apple pie could be a picto-graph. You responded, "Sure, you can be as creative as you want." Students reacted with great enthusiasm. Eye contact was very strong. At different times, you bent forward or moved just to maintain that connection with your students.</p>
<p>Summary Statement: This lesson seemed very invitational to the students. They were completely involved in what was happening and cooperated with you completely. They were used to some of the routines that you employed and your use of each person's name really seemed to heighten the level of cooperation.</p>	<p>Communication with students was always in a respectful manner. Yet, you were clearly controlling the lesson. Your smiles and personal responses of very good or that is really artistic brought many smiles nods and intense hard work from this group of six. The sheets that you prepared were helpful and eye-catching for the students.</p>
<p>Creating an Inviting Learning Environment: Integrative Interaction/Diagnosis <input type="checkbox"/> Interacts physically on students' level, when</p>	<p>Your strong communication skills and careful planning began the completely inviting learning environment. You did not turn your back on the students, even when you were</p>

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<p>appropriate</p> <p><input type="checkbox"/> Interacts positively with students, using encouragement as appropriate</p> <p><input type="checkbox"/> Appears comfortable working with students</p>	<p>demonstrating at the chalk board.</p> <p>It might be nice to find a way to actually sit and interact with the students.</p> <p>Your connection with fractions was done in a natural and enthusiastic manner.</p>
<p>Summary Statement:</p> <p>Clearly, your use of Diagnosis was an ongoing process depending on the needs of the children during this lesson. As you become more comfortable in this area, you will no doubt use your well honed skills of observing and questioning to expand ideas past the presentation into assessment of learning.</p>	<p>In this lesson, another area of great strength was your use of Integrative Interaction. This was demonstrated by your respect for all students' perspectives and your willingness to recognize individual personal qualities. In planning and implementing this lesson, you spoke of all student needs from a positive, concerned perspective. You were adept at recognizing and changing the lesson as different aspects of the interactions with students demanded.</p>
<p>Command of subject matter:</p> <p>Conceptualization</p> <p><input type="checkbox"/> Shows command of subject matter</p> <p><input type="checkbox"/> Uses appropriate depth of content</p> <p>—</p> <hr/> <p>Summary Statement:</p> <p>This lesson related an abstract idea, pictograph, to real life situations. Your choices demonstrated your ability to conceptualize in order to create structures to support ways for students to look at the uses of graphs. First, you worked together to discover prior knowledge of the subject.</p>	<p>Your excellent preparation also demonstrated your own depth of understanding of graphing.</p> <p>Your ability to extend the lesson into fractions and to understand the reasons for doing this extension demonstrate a complete immersion into the subject. You also demonstrated the appropriate depth of the content by connecting this to Math Standards.</p> <hr/> <p>Then you used a wonderful link to fractions and highlight new learning about their graphs. Finally, you used a highly motivating kinesthetic approach to create new graphs built on previous knowledge, preparing the students for further work within this subject.</p>

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