



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

Autumn Reiger

<p>Creating the teaching plan: Coordination/Conceptualization Lesson plan includes clearly stated goals and objectives S Lesson plan includes clearly stated procedures: ✓ Introduction ✓ Steps for instruction ✓ Timing ✓ Closure ✓ How connections are made to student lives S Lesson plan includes clearly stated list of resources appropriate to goals/objectives</p>	<p>Your goal was clear and appropriate for the use with this third grade classroom. When you used your introduction, you relied on previous knowledge of the students. You also used a familiar story, <i>Jack and the Beanstalk</i>, to build interest. Your timing and closure were both interconnected. The lesson was carefully planned and your addition of closure was controlled, somewhat, by the schedule of the day. You also recapped the learning by directly asking the students what they had learned. The bean toss activity was very much of a hands on method to relate estimating measurements. You knew their names and routines.</p>
<p>Summary Statement: You demonstrated coordination by shaping the environment that provided for data gathering. Particularly clear was the way your lesson aided students in building their skills in collaboration. On a personal level, you also actively sought and gave feedback with</p>	<p>Your cooperating teacher. As you analyzed the effects of the class activities for this lesson, you also demonstrated the ability to conceptualize improvements that would make the student learning more focused. You are frequently monitoring your professional growth with personal goals in mind.</p>
<p>Teaching with enthusiasm: Communication 2 Makes goal of lesson clear to students C Holds student attention during lesson</p>	<p>Your introductory reading of the story clarified the goal of the lesson. You not only kept the attention of the students, but you got their enthusiasm by asking them to join you with phrases like, "...these are magic beans." Your grammar, tone, and</p>

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<ul style="list-style-type: none"> Σ Communicates clearly and accurately-oral (grammar, tone, volume, tone, speed) Σ Gives directions that are clear and well sequenced Σ Communicates clearly and accurately-written <ul style="list-style-type: none"> ✓ On chalkboard or transparencies ✓ In feedback to students Σ Uses examples or illustrations to make meaning clear Σ Shows enthusiasm when interacting with students Σ Maintains eye contact when interacting with students Σ Uses strategies to motivate students 	<p>speed were good. Your ability to communicate your readiness to begin and your personal enthusiasm was clear. Your preparation and organization was completely professional. As a result, your students worked with a focus on gathering many pieces of data. This encouraged conversations like the following: Does anybody know what a length is? The length is a measured distance was a student response. When a student thought of a way to make their bean flick easier to measure he commented, "Can we draw a line across the bottom for flicking our beans?" Your eye contact and movement was very helpful in keeping the groups focused. You even bent down as you spoke to students. Students were very excited and interested. Your excellent explanations of a step by step solution guided this developmental activity.</p>
<p>Summary Statement: Your communication is very strong in the classroom. Another strength is found in the professional quality of your lesson plans. You always cover the format with care and complete awareness of the appropriate language. You manage to link the content effectively with the teaching</p>	<p>Strategies you plan to use. Then you are willing to refine the plan to make it more effective. You also included preparation for the stimulation of the many learning styles in the classroom. At the same time, you comfortably tailor the communication to students' needs.</p>
<p>Creating an Inviting Learning Environment: Integrative Interaction/Diagnosis</p> <ul style="list-style-type: none"> Σ Interacts physically on students' level, when appropriate Σ Interacts positively with students, using 	<p>You moved from group to group answering questions and interacting about the assignment. Many times you bent down to work with the students at their level. Your excellent gestures and rapt attention as you guided them through the activity with appropriate questions, was</p>

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<p>encouragement as appropriate <u>S</u> Appears comfortable working with students</p>	<p>encouraging to the students. When necessary, you reminded students to refocus, by clearly telling them how to proceed.</p>
<p>Summary Statement: You demonstrated good diagnosis skills in the design of this lesson. It was directly concerned with working with outcomes to increase knowledge of data collection. You acted with professional values as a situational</p>	<p>Decision maker as you developed and implemented a lesson where the students had a shared responsibility for the learning. You integrated social skills into this math lesson and you modeled the ways students could build their own structures for becoming independent learners within that group situation.</p>
<p>Command of subject matter: Conceptualization <u>S</u> Shows command of subject matter <u>S</u> Uses appropriate depth of content — —</p>	<p>You took your own knowledge of data collection and asked probing questions to bring the class to the realizations they needed to make them data collectors. Students were asked to describe the data in many different ways; using their beans in a hands-on exercise, writing individually on their sheet, or by verbally describing their discovery process.</p>
<p>Summary Statement: Conceptualization was demonstrated throughout this lesson. By monitoring the groups and making intellectual linkages with them, you showed your own awareness of your role in this educational process. Although the exercise came from the text, you implemented it in such a way as to help the students relate it to real life.</p>	<p>By encouraging a discovery method, you allowed the students to learn in different ways and still find their own structure to encourage their learning. You consistently modeled an acceptance of alternate perspectives and kept the attitude of togetherness. This was excellent use of the resources available to you to implement a strong lesson.</p>

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