

Student Teacher Observation Summary

Marisa Donnelly: November 10, 2015

InTASC Principles Demonstrated: InTASC Principles 1-8

Class Observed: 6th Grade English – Forest City Middle School– 8:15am

Observational Focus

The focus of today's observation was Marisa's planning and execution of instruction for 6th grade Iowa Core ELA standards R1.3.1 and R1.6.1

NOTE: Marisa forgot about today's observation, so today's plan and learning supervision will reflect her non-observational preparation. If there are to be any planning or instructional oversights, today will be a good indicator of Marisa's "normal."

Observational Summary

Marisa began class by asking for students' attention, to which students complied in an almost immediate manner. Students were observed to be attentive and most had their eyes on Marisa at the front of the room. Marisa proceeded to review the stated learning targets for the day (ref. Iowa Core ELA R1.3.1 and R1.6.1).

The learning targets were clearly posted at the front of the classroom and written in student-friendly language. Next, Marisa asked the class, "what is a credible source," which was a review of the previous day's lesson on the C.R.A.P. strategy for determining the credibility of informational texts on the Internet. Several students were observed to raise their hands and one student accurately paraphrased how to determine information credibility. Next, Marisa introduced the plan for the period and provided simple instructions for the activity.

Today's activity focused on students being able to review sources on the Internet related to an animal they would want to adopt. Students would choose an animal to research and find sources on the Internet, discern the credibility, and then take structured notes using the C.R.A.P. note guide available to students on their Macbooks via their Google Classroom site. Marisa gave students Post-It notes to write down their chosen animal and Marisa circulated the room to verify students had their animal chosen; once their animal was chosen, Marisa instructed students to begin their research, analyze the credibility of their sources (they needed to have two sources), and record facts to provide evidence for their parents to adopt the animal for the students.

As students began their research, they were noticeably engaged. Students' time-on-task seemed non-distracted and while students chatted while they worked, there were no disruptions. While students worked, Marisa continuously circulated the classroom and engaged all students. In doing so, Marisa provided students with leading questions to check for understanding. Marisa provided several students with walkthroughs of the sites students chose to read and she pointed on their screens where specific information to analyze the source's credibility could be found. Therefore, Marisa's teacher-student engagement for learning was observed to be laser-focused, professional, and provided ample opportunity for Marisa to formatively assess students' learning and progress.

During the period, Marisa called the class to attention, "Can I have your eyeballs for a second?" Marisa proceeded to clarify the credibility issues if Wikipedia and told students, "I'd like to challenge you to use another site." Based from Marisa's formative assessment of the students, she felt the need to steer students back into the direction of using a variety of sources.

Today's lesson and activity is a solid example of Marisa's talent in understanding the Iowa Core ELA standards and planning quality student-centered, differentiated, and active-learning curriculum in order to support the target learning goals. Moreover, the positive and engaging learning environment strongly suggests Marisa's creativity and knowledge of serving students' varied readiness and developmental levels lend well toward creating learning environments that stimulate high levels of student engagement; a high level of student buy-in was apparent throughout.

The post-observation discussion focused on the process of Marisa's planning strategy which rests on a foundation of the Wiggins-McTighe "backwards design" and the assessment models (formative, summative, and standards-based assessment) of Stiggins. Hence, Marisa's planning, teaching, and assessment of students clearly reflect current data-driven best-practice. Moreover, discussions with

Marisa demonstrate her premeditated reflection on the Iowa Core standards, methods of ELA instruction, and strength encouraging students to learn as motivated by strong student relationships.

Goals for Next Observation

- Continue to refine her classroom management skills.
- Continue to refine her practice of developing standards-based curriculum development.

Observation Date: December 3, 2015.