

Student Teacher Observation Summary

Marisa Donnelly: September 10, 2015

InTASC Principles Demonstrated: InTASC Principles 1-6

Class Observed: 10th grade Honors English – Mason City High School

Observational Focus

The focus of today's observation was Marisa's transition into the student teaching role, establishment of teacher-student relationships, and to obtain the overall "pulse" of Marisa's comfort level in the classroom. In addition, Marisa is, after one week of the academic year being in session, is already leading several classes. Therefore, the secondary focus for the observation was to obtain a baseline impression of Marisa's teaching style and comfort leading periods of instruction.

Observational Summary

Students were introduced to the Hemingway novel, *The Old Man in the Sea* in a previous class. Marisa's intent was to have students identify the book's theme, plot, characters, symbolism, theme, message, and be prepared to discuss them in small groups and as a class. Marisa's implied intent was to create a learning environment encouraging increased exposure to the story's complexity while, at the same time, establish a baseline for understanding leading to a jig-saw activity and paper.

As Marisa began her period of instruction, she seemed visibly confident, comfort in front of the class, and dressed in a professional manner. Marisa introduced the book, and explained she needed students to think deeper about the unique messages themes, and other elements of the story's complexity. Next, Marisa instructed students to think about the book and create a list of all of the stated elements. In an effort to guide students through the individual activity, Marisa put the categories on the board to remind students of what they needed to think about and write about. Once students were visible finished with their individual lists, Marisa instructed students to do a two-minute *Think, Pair, Share* activity for to reinforce the stated story elements and to provide students the opportunity to learn socially. Marisa circulated the room during the activity to conduct a formative assessment to ensure students were on-target and to ensure students were engaged in the task; students' time-on-task was high.

Once the *Think, Pair, Share* activity was finished, Marisa transitioned to a large group discussion in order to identify the elements of the story to help frame students' understanding of the book's complexity. Once again, students' level of engagement was visibly high. While facilitating the discussion, Marisa used student-friendly language and her sense of humor – a clear indicator of her comfort and rapport with the class. Over the course of the instructional period, Marisa demonstrated excellent wait time as she posed analytical questions of the book to the students and wrote students' contributions on the board while, at the same time, students took notes. Marisa's board-writing was very legible, well-organized, and easy to follow. Toward the end of the instructional period, Marisa transitioned students to use their 1:1 laptops and connect to her Google Classroom site in order to assign students their jig-saw project for presenting a more refined understanding of today's lesson. Once again, students' engagement level and time on task was high as Marisa walked students through her clear instructions.

Overall, Marisa demonstrated an above-average comfort level and refined teaching ability as subjectively compared to other student teachers during the early part of placements. Moreover, Marisa's cooperating teacher stated the performance I observed was the norm and consistent since the beginning of the semester. Overall, Marisa's performance, in accordance to the stated InTASC Principles was met with excellence.

Goals for Next Observation

- Marisa will identify admirable traits of her cooperating teacher's master teaching expertise and attempt to integrate those practices, aligned with her own personal style, in order to refine her teaching.
- Marisa will continue to establish teacher-student relationships and build engaging learning environments with her challenging 1st period class.

Observation Date: September 24, 2015 – 9:00am