

# Student Teacher Observation Summary

**Marisa Donnelly: September 24, 2015**

**InTASC Principles Demonstrated: InTASC Principles 1-8**

**Class Observed:** 10<sup>th</sup> Grade English – Mason City High School – First period, 8:57am

## **Observational Focus**

The focus of today's observation was Marisa's classroom management and curriculum development for a challenging sophomore English course.

## **Observational Summary**

According to Marisa and her cooperating teacher, the first period class is a bit more challenging due to some reluctance participating in class discussion. Students appeared to be somewhat tired and were quiet as they trickled into the classroom. As soon as the bell rang, Marisa instructed students to "Get out your vocabulary words for the day." Soon after, one student entered the classroom with a rolling desk. Marisa politely asked the student to return it to its room and sit at an empty desk. The student expressed discontent but Marisa appeared to let the "attitude" roll off and showed no visible sign of frustration. In short, Marisa handled the behavior professionally. Students were relatively quiet while they were reviewing their vocabulary words.

Marisa transitioned with a review by having students think about and note the relationship between Mitch and Morrie – two people in Tuesdays with Morrie, the book students are currently reading for class. Marisa asked students, "Describe Mitch and Morrie's relationship on a piece of scratch paper." After a couple of minutes, Marisa asked students to share as she write their responses on the board. Marisa's interaction with the students was professional and she exhibited strong content knowledge of the book as well as her ability to pose questions to the students. Time on task was very high as students appeared to be engaged. Next, Marisa asked students to reflect on "Who is a Morrie in your life?" and put categories of elementary, middle, and high school in order for students to reflect on different times in their life and reflect on their "Morrie." After a few minutes, Marisa guided students to share. Several students participated.

As the lesson progressed, Marisa had students review a quote from the book (page 79) and passed out a chart to help students elaborate on how or why their "Morrie influenced them." Once again, students' time on task and engagement appeared to be high as they seemed to complete the charts. While there was some light chatter, none was distracting to the learning environment. One reason for this may have been that Marisa circulated around the classroom and engaged every student as they worked on the templates.

The final transition during the period was work time Marisa gave students to begin writing a poem about "their Morrie" and had students use their templates to support students' writing. Marisa shared her own example in order to reinforce the proper format and flow.

As I observed Marisa throughout the period, Marisa exhibited a professional and authoritative demeanor and seemed clearly in charge of the class. Toward the end, one male student seemed to become overly belligerent but Marisa maintained herself in a professional manner and did not become involved in a power struggle.

After the lesson, Marisa and I reflected on the lesson and what she might do next time to improve. This was setup by having Marisa think about how she envisioned the lesson versus how she felt the lesson actually unfolded. In addition, I asked Marisa if she had any "ah-ha!" moment during the period. Marisa responded with ideas on improving students' depth of responses as well as posing different questions in order for them to make more personal connections with the story and assignment. Marisa also expressed concern that her age may negatively impact her professional demeanor or, at the very least, students' perception of her given the short age difference.

## **Goals for Next Observation**

- Marisa will continue to develop guiding questions for students to make personal connections to the literature used in class.
- Marisa will continue to reflect on her confidence as a teacher and attempt to dismiss the concern about the age differences and students' perceptions.

Observation Date: October 8, 2015.