

SEMESTER 2 FIELD OBSERVATION

Mr. Long's Class

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 House: ALPHA

Date: March 16/11

1. <u>Planning (Pedagogical Knowledge):</u>		
a) Student demonstrates a good comprehension of the subject: b) Student makes connection to program of studies; and has clear objectives and learning outcomes: c) Lesson plan is comprehensive d) Lesson plan connects new learning with prior learning: e) Lesson shows creativity in design and use of materials:	✓ ✓ ✓ ✓ ✓	- use of board space - makes reviews more fun, - not overly competitive (enough to make interesting)
a) <u>Knowledge:</u> b) Student explains and/or solidifies concepts; follows a logical sequence of instruction: c) Student seems to know the levels of abilities of his students: d) Student uses effective communication strategies incorporating a variety of resources: e) Student varied classroom activities and provided appropriate practice: f) Student knows and applies established routines and classroom rules:	✓ ✓ ✓ ✓ ✓ ✓	- reviewed concepts from last week. - included questioning for reviews in game. - three minute transitions - good Slide show → activity → doing activity
2. <u>Skills:</u> a) Student speaks with a good voice: b) Student communicates his/her expectations clearly: c) Student demonstrates eye contact, sees what is happening: d) Student demonstrates a few good classroom management strategies: e) Student paced lesson appropriately: f) Student observes and interacts with students at work: g) Student wraps up the lesson:	✓ ✓ ✓ ✓ ✓ ✓ ✓	- read off of board (hard to read) - when asking questions, give kids time to answer (just a few supported elaboration times) - walked around and made sure questions were clear.

- good integration of things to do w/ done game.

have planned questions that require elaboration

<p>3. <b>Attributes:</b></p> <ul style="list-style-type: none"> <li>a) Student seems at ease in front of the class:</li> <li>b) Students displays good rapport with students:</li> <li>c) Student encourages students' participation:</li> <li>d) Student engages the entire class:</li> <li>e) Student praises efforts: <i>absolutely</i>,</li> <li>f) Student monitors, facilitates and directs activities:</li> <li>g) Student intervenes if children are not at task:</li> </ul>			<p>→ need personal info?          → in slides Petalle          → introduced Petalle          → felt more giving answers          → to questions asked.          → great way to review          → indicated to answering questions and other stuff</p>
<p>4. <b>Students:</b></p> <ul style="list-style-type: none"> <li>a) Are students listening?</li> <li>b) Do students seem interested in the lesson?</li> <li>c) Do they seem active? Passive? Confused?</li> <li>d) Are they on task?</li> <li>e) Do they help each other?</li> <li>f) Do they show evidence of understanding the concepts studied?</li> </ul>		<p>✓ <i>Jack</i> showed interest in <i>Razi's</i> presentation.  <i>Razi's</i> presentation.          → answers were short (felt answers) and you elaborated.          → depended on others, although good attention to notes.</p>	

<p>5. <b>Journal:</b></p>	
<p>6. <b>Comments:</b></p> <p>Good use of <i>Razi's</i> to introduce the activity. Nice question, very helpful. Good choice of activity for review. It is evident there has been growth and you are comfortable with the kids.</p>	
<p>7. <b>Areas for Improvement:</b></p> <p>→ the place went well. It is important that you work on your 'speaking sense', that is when you are engaged you get a bit overwhelmed and lose awareness of your surroundings. Multi-tasking is an area you will need to work on. (How to gain an character from my relationship with you and watching you, not from today) Need time for reinforcing and reviewing (do not talk over noise)</p>	

→ more specific