

Harry S. Truman Middle School
CLASSROOM OBSERVATION AND CONFERENCE F



TEACHER: John Brunner

DATE: May 1, 2008

NUMBER OF STUDENTS: 37

EVALUATOR: Stringer, Tammy

SUBJECT & GRADE: AVID/7th & 8th Grade **ABILITY LEVEL:** FBB & Above

PERIOD: 5

OBSERVATION LENGTH: 50 Min.

Student Work Present	Evident	SOAR (Standard, Objective, Assessment Review) Posted	Evident
Students Engaged	Evident	Technology Used	Evident
Cooperative Structures Used	Evident	Aesthetic Environment	Evident
Classroom Procedures	Evident	Rules Posted/Used	Evident
Transitions Used	Evident		

General Observations:

Mr. Brunner had his AVID students review math for the upcoming district test. They worked in cooperative structures to support each other in math. This review was excellent because it entailed various types of math problems, such as, geometry and fractions.

Mr. Brunner also had his students develop a goal for the lesson. They were to work toward accomplishing that goal during the review. In addition, the students were to complete an evaluation form discussing the group's performance and what they learned individually.

SOAR

Standard: Various Standards; Standard MG1.0 – MG3.0; Standard NS1.0 - NS3.0

Objective: Students will work various grade level math problems

Assessment: Worksheet; Questions & Answers

Review: Worksheet; Questions & Answers

Strengths

- Your students work well in cooperative groups. They used this as a time for meaningful discussion about math.
- It is clear that your students are aware of your behavior expectations.

Recommendations

- To ensure that all students understand, be sure to stop a few times within the math review to work out difficult problems.

OBSERVATION OF LEARNING

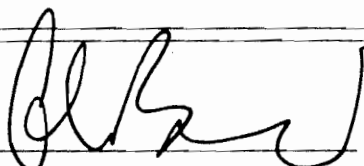
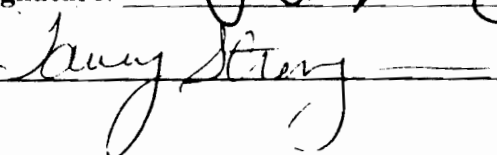
	TEACHER ACTIONS	STUDENT ACTIONS
Beginning	<p>Mr. Brunner had a student pass out an evaluation work sheet as students walked in the class.</p> <p>He explained that the class would do a Math Tutorial. He called on about six students and moved their seats around and formed groups. Each table had a group leader who would initiate the discussion. He instructed the class to fill in their name, date, etc.</p> <p>The students would write a goal on their worksheet, explaining what they wanted to accomplish during the tutorial.</p> <p>The teacher instructed the group leaders to pick up white boards, markers, and math handout.</p>	<p>Students moved to other tables.</p> <p>The table groups gave input on the type of goals that they could set. They wrote their individual plan to accomplish that goal.</p> <p>The group leaders went up to get folders and materials needed for the assignment. All students were on task. He/she was to write the group members' name on the math practice handout.</p>
Next 30 min.	<p>Mr. Brunner had the groups began the math review. The teacher went to various students to answer questions and check student work. This continued for the next thirty minutes.</p>	<p>The leader presented the problem and each student wrote it on their white board. The group members then had a discussion on how to approach the problem. They interacted in a positive manner, which led to meaningful conversations about math. Most of the students were actively engaged. Students were using math reasoning skills to answer questions.</p>
Next 10 min.	<p>Mr. Brunner stopped the lesson review at 12:45. He had students complete their evaluation form individually.</p> <p>Mr. Brunner put one of the difficult problems on the board, which he would work out the next day.</p>	<p>Students completed their evaluation forms. The group leaders picked up the supplies and put them away.</p> <p>The students were to think about the problem and see if they had the solution.</p>
Closure	<p>Students were instructed to clear their areas.</p>	<p>Students cleared their areas and waited to be dismissed. They were dismissed at 12:51.</p>

Teacher Signature: _____

Date: _____

Observer: _____

Date: _____

5/9/08

5/9/08

CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: John Brunner

School: Almeria

Probationary: 1

Permanent:

Enrollment: 32

Subject and Grade: LA/SS Core

Date: 10-13-00

Period: 5/6

Length of Obs.: 45 min

Student Ability Level:

Low

Avg.

High

Other all

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

Lesson:

Class began with Mr. Brunner greeting and instructing at the door. He gave directions on student jobs to do when starting class. When I entered students were reading silently. I saw two that were not. 30 were using a book. These were from Mr. B. class library. An agenda is written on both sides of the board. It read: Silent Reading, Lizzy Lion, Sat 9 Test, Master piece sentences, Crown Paragraph, HW finish Crown Paragraph.

While students read Mr. B went around checking for a student story and definitions.

Students took out their Libby Lion Poem. A review of poem parts was done. Checking for understanding at the start based on yesterdays work. Mr. B read and read with voice. He explained commas, exclamation marks and questions marks in reading with voice.

(Work on adding active participation strategies to enhance time to think. Ask a question and then wait. Ask for a signal when someone knows. Then ask. This increases attention and study.)

Students read in pairs. Mr. B moved about. Prior to this he modeled the correct way to do the activity. Next, 7 students came to the board to read

the poem. Pacing , Voice and posture were emphasized and modeled. Next a Sat 9 practice was done . Synonyms, Multiple Meanings and Context were done. Thank you.

Classroom Management:

The classroom is relatively clean. Shout outs can be controlled by the use time participation training mentioned above. You asked for a show of hands in response to posture and pacing and you moved too fast. I know if I wait you will ask the first person with their hand up to answer. Mr. Brunner said he did not do this and had a procedure for this in our observation conference. Only one rule to live by is posted. Mr. Brunner said he has the other 4 posted in the front of the room. Have cards numbered for the modeling kids. 1-10. This will refine and increase the productivity of the lesson. Add a rubric for the audience .

Your transitions were quickly done. Add a time element. Give 30 seconds to get out the papers. Your intervention with Hector was useful. The scoring of the Sat 9 started well but went long. If you did not like it stop and have them do it over. It took too long and you began to lose them. An overhead will be a valuable tool for your instruction.

Add a signal to check each answer. Try what I modeled for you. You actually did it better than I did when you tried it. This way will make it faster to check and get better participation. PAT time is an activity that will help you increase attention and have kids gain control of their own behavior. I will give you information in our conference. You will need to break up and change seats in this class. Change them each couple of weeks.

Classroom Environment:

This is and area of improvement as the year goes on. Your manner is firm yet tempered with care and concern. You have a good grasp of directness and empathy. The feeling tone was positive. The physical look of the room will be improved as the year goes on. Students seemed to get along with you. There were only two incidents I heard of putdown using “shut up”. Consider taking the blue west wall paper down, get natural light and use lighting as a mood creator and calming device.

Commendations:

Your class was fast paced and you taught lessons that focused on the school goals. Thank you. Your Sat 9 practice was a good start. I thank you for doing this. As we get closer to April incorporate a bubble in sheet as the kids will use on SAT 9.

Overall your lesson was positive today. You showed control and care. You had pacing (faster is better than slower), you had active engagement and hands on activities. You involved many children.

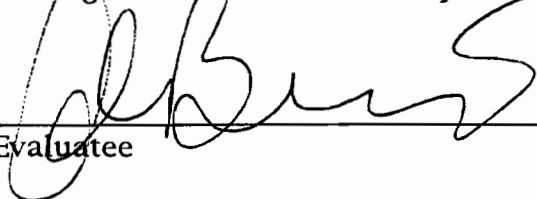
Your organizational skills are very good. Your passing of papers, transitions to reading and out of one activity to another are well done. Your checks for understanding are positive. You taught to SAT 9 and standards today.

Recommendations:

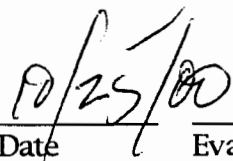
Remember the new teacher curve. Now is the time where you are lowest. Keep working to learn the day to day operations of the school. Keep working to teach to and from standards and the curriculum guides. I have been impressed with your preparation and dedication. Your lesson plans have been well done. Continue this effort. Keep trying the active participation activities I modeled.

I have seen evidence of a quality teacher in this observation and in my other visits .Thank you!

The signature of Evaluatee only indicates that the conference has been held.



Evaluatee



Date

Evaluator

Almeria M.S.
CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: J. Brunner

School: Almeria M.S.

Probationary:

Permanent:

Enrollment: 31

Subject and Grade: 7 LA/SS

Date: 11-16-00

Period:

Length of Obs.: 30 mins.

Student Ability Level:

Low

Avg.

High

Other

all/RSP

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

Lesson:

The class was engaged in a activity on Simple, Complex and Compound Sentences. Students had sentences on a sheet to work on. Mr. Brunner was helping individual students. He transitioned to identifying the 3 types of sentences. He gave excellent physical action prompts when he tripped to illustrate the concept. Metaphor, personification, active and passive voice were reviewed, and examples provided verbally and on the board. Classroom reading and resource books were evidenced. The curriculum reflects district curriculum. The lesson end with a quick check using hands signs and active participation. This was shown to you last observation.

Classroom Management:

Behavior was positive. Rules are posted. The transitions timely and effective. There was order to the end of class that reflects that students have been trained by you. The room is clean and safe. Tables are in a large rectangle.

The active participation review was a strong way to end the lesson. Your end to class was well done. Your greeting students at the door to end class and begin is a powerful tool to manage the kids.

Timing the transitions made them efficient.

Classroom Environment:

The same paper is up on the wall. Change by adding a word wall. You have such good vocabulary to use. I will provide you with a easy way from Janet Allen's Words, "Words, Words" book.

Commendations:

Your lesson was reflective of curriculum and district standards. You evidenced teaching from the California Standards for the Teaching profession.

Your lesson was directed with skill and timing. The books you provided at the beginning of class for reading supports our school wide goals of giving kids the chance and materials to read. Your effective pick up and distribution was well done.

I would like to have another teacher come and watch how you teach and organize. I have seen evidence of the effectiveness you bring to this area of your classroom.

Your many checks for understanding insures student learning.

Recommendations:

Keep teaching to the curriculum guides and the school and district standards. Keep reinforcing the SAT 9 goals you have been trained in.

Consider attending the CATE conference. Our reading grant will pay for your registration. You have the perfect canvas to add 2 words walls. Make one for grammar words like alliteration and one for content words from social studies or literature. You can then use the walls to conduct reviews much like you did with the 3 finger review of metaphors ~~and~~ similes at the end of the period.

Keep working hard. You are an effective and principled professional. Your work ethic is strong. You have added to the staff of Almeria. I have seen

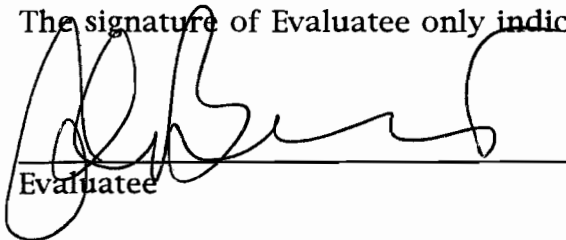
evidence of excellent and effective teaching practices in your classroom. Your lesson plans are detailed and effective for you. Your classroom management is well done. Reminder: Use your aide to teach children. She can be effective running Readers' or Writer's Conferences. I can give you information.

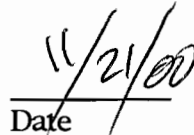
Use the ideas you gained in your visits to other classes in October.

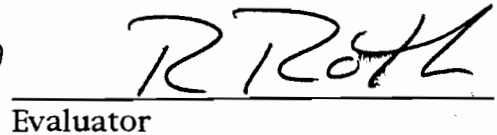
To date I am very pleased with your work. I have seen evidence of an effective teacher. I have witnessed quality teaching reflective of solid teaching practices that will increase student learning. I have seen evidence that you are an excellent teacher. The more I see you at work the more this belief is reinforced.

Your use of your own book to illustrate similes and metaphors from your personal reading book was outstanding. Thank you for a wonderful 45 minutes in your room. I saw teaching and learning today.

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Evaluatee


Date


Evaluator

CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: J. Brunner School: Almeria
Probationary: x Permanent: Enrollment: 29
Subject and Grade: LA/SS Core Date: 2-08-01
Period: 2/3 Length of Obs.: 35
Student Ability Level: Low Avg. High Other all

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

Lesson:

This observation was unannounced.

The lesson was on reciprocal teaching using ordered grouping and reading an article on "Test Practice - Main Ideas". Students read the two page article. When I entered students were following the structure of reciprocal teaching in their groups. Cards assigned roles of Predictor, Questioner, Visualizer and Summarizer. Mr. Brunner had created a graphic organizer for these 4 areas.

Mr. Brunner led the groups in a "defense" of their views of the main ideas from the reading on nightmares from the worksheets. He asked students to look at the paragraphs and "prove" their points through evidence from the reading.

Students seemed on task and involved.

The lesson used the training Mr. Brunner received in our Reading Grant funded reciprocal teaching training.

The lesson was reflective of the levels of Knowledge, Comprehension and some Analysis based on Bloom. Your lesson was aligned with your resources. The lesson reflected our school and district goals of increasing

students' abilities to read and write. The room is clean and safe.

Your close to the lesson was well done. Students verbally related the 4 parts of Reciprocal teaching.

The lesson reflected the CSTP in Engaging & Supporting All Students in Learning, Creating Effective Environments for Learning and Understanding and Organizing Subject Matter for Student learning. Well done.

Classroom Management:

The class was on task when I entered. Content was reflective of school and district goals. The procedure or returning materials was explained and done in a timely manner. Your directions to Sal were effective and reinforced the RTLB. The overhead projected rules for getting back to seats after being in Reciprocal Teaching groups was well planned and made for a quick, smooth transition. This transition took less than 1 minute. Your discipline and management is strong and direct. You are very effective at maintaining the instruction and stopping poor behavior. I commend you!

Classroom Environment:

I see evidence of a Word Wall. The room was clean and orderly. It seems about time to get your green and yellow paper down and replaced.

Commendations:

The lesson was well done for a first time try. You were organized and there was evidence of advanced planning. The debriefing was strong and insured that students had a closure to the lesson. You elicited high level thinking responses in your close. Your management was outstanding. You waved your hands and the kids moved to leave the room. That you had trained them in this was very apparent.

Recommendations:

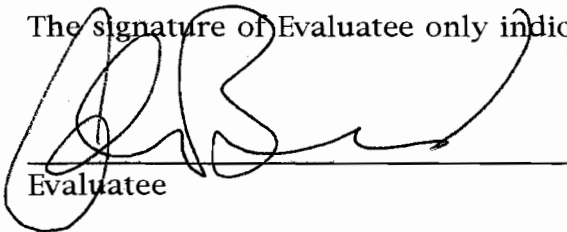
Keep practicing the reciprocal teaching to refine your skills. Change the green and gold paper. Keep following the district curriculum guides and teaching the standards. Keep focusing on improving students skills in

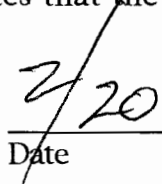
reading and writing. Follow the California Standards for the Teaching Profession. Keep learning about the culture and climate of the school, the district and Southern California in general.

You have become a valuable member of our teaching staff. I see in you a passion for children and for their learning. Your extended effort is noted. This effort is evidenced in your personal purchase of books, your thoughtful lesson planning, your attendance at staff development to improve your knowledge and your willingness to implement the suggestions I have given you. Your reflections on the practice of education is evident in my conversations with you and in my visits to your classroom. Please keep up the quality work.

I am very pleased with your teaching and your contributions to our school.

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Evaluatee


Date


Evaluator

CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: John Brunner

School: Almeria

Probationary: Emergency

Permanent:

Enrollment: 33

Subject and Grade: 7th grade LA/SS

Date: 8/30/01

Period: 3rd

Length of Obs.: 30 min.

Student Ability Level:

Low

Avg.

High

Other

Areas for Comment:

Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

Lesson:

As I entered the classroom, students were in the process of getting their reading books, sitting down and beginning to read silently. Mr. Brunner and Mrs. Kraynak were quietly going around and assisting students to keep them focused and on task. Mr. Brunner interrupted the class by stating that he wanted to introduce a poem to them about Jonah and the Whale. He went on to ask who in the class knows about this biblical story and students were called upon to share what they knew. Mr. Brunner then read the poem out loud with a variety of expressions. Right after the reading of the poem, students were directed to get back into their reading. During silent reading, Mrs. Kraynak went around and checked students' homework log, while Mr. Brunner continued to monitor and keep students on task by asking them specific questions about their books. After several minutes, students were directed to stop reading and close their books. At this time, students were reminded about their homework logs and that they needed to read every night for 30 minutes. Before moving on in his lesson, Mr. Brunner began asking pertinent questions to his students about what kind of things do they write in their reading journals. Several students were called upon to answer and shared their answers out loud while Mr. Brunner wrote their comments on the white board. Mr. Brunner visually showed an example of what an entry

should look like in their journal. John emphasized the importance of “do it right, or do it over.” Students began to write in their journals, while Mr. Brunner and Mrs. Kraynak continuously walked around, monitored, and gave assistance to those who needed to be put back on track.

Classroom Management:

There as no major discipline problems. The classroom was safe and clean and the tables were arranged in a rectangle around the room. The transitions between parts of the lesson were smooth and the continuous modeling of good behavior and expectations was evident. Students responded well to Mr. Brunner and followed his directions. Manage by walking around was visible by both Mr. Brunner and Mrs. Kraynak.

Classroom Environment:

The classroom rules were posted as well as rules to live by. There was no evidence of the school wide rules. A word wall was displayed as well as an example of a journal entry. No evidence of student work was displayed.

Commendations / Recommendations:

You definitely have control in your classroom. Continue to hold high expectations. It is evident that you expect nothing less. This is wonderful!

Continue to manage by walking around. This helps to keep your students focus and on task.

I did not see any computers hooked up. You need to start integrating technology into your curriculum.

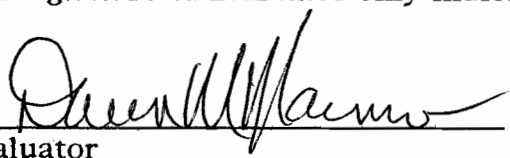
Continue to focus on the CSTP especially the ones we have set as your goals this year. I definitely see evidence in all CSTP standards. Keep up the great work.

Keep helping your students to improve in their reading and writing. Stay in tune with the standards and let your students know the importance of learning them as well. Remember API 540!

John- I am impressed with your delivery methods and instructional techniques. You have what it takes to be an awesome educator. Continue to do what you do and keep your expectations high. Remember, "What you expect is what you get. What you get, is what you accept. When in doubt, give it back."

You are an asset to the Almeria staff.

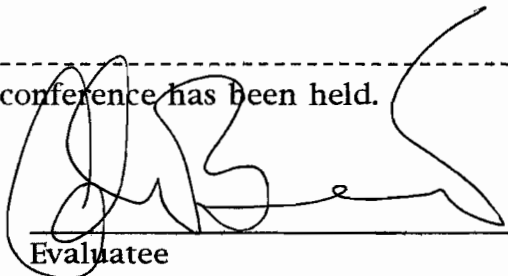
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Evaluator

9-5-01

Date



Evaluatee

CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: John Brunner

School: Almeria

Probationary: Prob. 2

Permanent:

Enrollment: 32

Subject and Grade: 7th grade LA / SS

Date: 10 / 08 / 01

Period:

Length of Obs.:

Student Ability Level:

Low

Avg.

High

Other

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

Lesson:

As I entered the classroom, many students were reading silently, while others were in line waiting to sign for their book that they were checking out. Two students were right outside the door conducting a "book talk." Mrs. Kraynak went around and checked the students homework logs. Once the line was down, Mr. Brunner stepped outside to speak to the girls conversing about their books. Mr. Brunner then came back inside the classroom and went around to collect a homework assignment. Students were still on task reading independently. This lasted approximately 20 minutes.

After reading, students were directed to start writing in their response journals. While this was happening, Mr. Brunner walked around, placed a 3 x 5 card that had a number and letter on the card, next to each student. A time limit was given to the class in order to finish up on their writing. Time was up and directions were given to the class to put everything away except for a pen or pencil, the 3x5 card, and their copy of "The Tyger." Copies of the Tyger were given to those students who did not have one. Mr. Brunner stated that he would explain it one time and that they needed to remember it. An explanation of location of where students were going (moving to a different location in the classroom) was given by Mr. Brunner. First the furniture was moved and depending upon what number was on the students' card, determined what group they would move to.

All students then moved according to where they were suppose to be. Each group received a larger piece of construction paper with four columns on the paper. The columns were labeled: likes, dislikes, puzzles, and patterns. The first direction to the class was to read the Tyger silently to themselves, and again to read it silently to themselves. Next, Mr. Brunner read the poem out loud. Then each group was asked to read the designated stanza relating to the number on their card. The group had to read the stanza out loud together. This was repeated a few more times, rotating what stanza would be read by which group. Once this was over, Mr. Brunner explained that the first lesson in reading poetry is that you have to read it over and over again.

Directions were then given to the groups that they would be going over the poem with a “fine tooth comb,” “taking a magnify glass” to it, looking at every word and every stanza. Students needed to work in their groups and write down their likes, their dislikes, any puzzling facts in the poem or any patterns that occurred.

There was a brief time for clarification and Mr. Brunner gave examples for each column on their paper. Students began to work cooperatively in their groups while Mr. Brunner went around and monitored their progress.

Classroom Management:

Mr. Brunner has excellent classroom management techniques in place. His students are continuously on task and stay focused with the lesson. as soon as any students start to stray, Mr. Brunner consistently corrects their behavior and directs them back into the lesson. There were no major discipline problems. Mr. Brunner holds high expectations in his classroom and this is quite evident when you walk in.

Classroom Environment:

There was a word wall displayed in the back of the room. The rules to live by and classroom rules were visible. A “get rooted” in Reading section was also displayed. The classroom library was enormous and quite impressive. There was no student work as well as no evidence of standards posted.

Commendations / Recommendations:

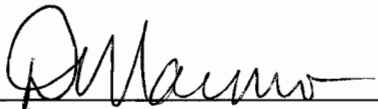
You definitely used a variety of teaching techniques which appealed to visual, auditory, and manipulative learning styles. Having the students read silently, read as a group, and then participate cooperatively as a group added to the understanding of the activities in place.

You are instilling wonderful habits in your students pertaining to reading, because you make it an everyday occurrence. One can definitely see the connections you are making and the expectations you hold high in your classroom.

Evidence has been seen at the Proficient level in CSTP #3: understanding and organizing subject matter for student learning. As pertaining to CSTP #4: planning instruction and designing learning experience for all students, evidence is found through lesson plan checks and walk-throughs. The standards that are being addressed need to be a part of your daily agenda visible to your students. Daily homework consistently is assessed; a homework log is also in place. The district assessment and teacher made assessments are also used with the grading. Modifications are made if necessary. With this in place, Standard #5 of the CSTP is at the proficient level.

Mr. Brunner, It seems you are more relaxed this year. It is great to see you less stressed and determined for your students to succeed. You have the adjustments in working with larger class size. It is evident that you believe All students can learn. Keep up the great work.

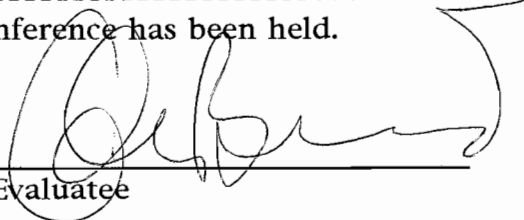
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Evaluator

10-12-01

Date



Evaluatee

CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: John Brunner

School: Almeria

Probationary: x Permanent:

Enrollment: 28

Subject and Grade: 7th gr. LA / SS

Date: 2/4/02

Period: 5th

Length of Obs.: 45 minutes

Student Ability Level:

Low

Avg.

High

Other

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

Lesson:

Students were already engaged in reading silently from their chosen book. Two students were observed working on the computers taking the STAR reading test. A few minutes into the period, two girls went to the front of the class and asked for the class' attention; they would be reading the Friday minutes (an explanation of what occurred on Friday in class). Students listened and with the raise of hands made corrections to what they had heard. Students continued reading silently. Two other girls went around and checked homework logs at the same time another student went around and collected the homework assignment.

After approximately 25 minutes, students were directed to write in their response journals regarding the book that they had been reading. Approximately two minutes were given to complete this task. Directions were then given by Mr. Brunner that all students needed to take out their literature circle book, paper, pencil, and the role play sheets. Sufficient time was allotted to get all supplies out. With students putting these items aside, Mr. Brunner asked how they got their Galileo facts. He expanded by having one student go to the front of the room, and begin asking the questions what she would do to get facts. Students began to share how they retrieved the facts from the internet. The students were asked by this one student, How? and then the students needed to explain further on the steps they took to get the information. Higher level thinking skills were used to complete this task. Mr. Brunner went on his lesson. Students were to partner up and answer the four questions on the board. The questions needed to be corrected and explanations needed to be given as to why the corrections were made. Approximately 15 minutes were given for the students to pair up with a partner to share their responses and come up with an explanation for the correction that needed to occur. It was evident that high level thinking skills were taking place as the students clearly struggled to explain their answers using the definitions on the word wall. Mr. Brunner went around to make sure all students were actively involved with the lesson. After the allotted time, Mr. Brunner went

over each question and had the students justify their answers with an explanation. A great class discussion occurred on some of the questions, since students were able "to challenge" an answer if they disagreed. Great class participation.

Classroom Management:

Students were on task, engaged in the lesson the entire class period. All students were accountable for their learning. It is evident that learning and teaching is happening. Students cooperated with Mr. Brunner, followed through with directions and participated in the class lesson. The class was well-behaved and provided maximum attention to the learning task at hand.

Classroom Environment:

The classroom library is magnificent. There must be over 1500 books that students can choose from. The rules to live by, school wide rules and classroom rules were posted. Student work was minimal but some was evident. The tables were arranged around the room for easy access to each group row. A word wall was displayed on the back wall and used throughout the class period.

Commendations / Recommendations:

The use of your word wall reinforces the learning at hand. Great job!

It is readily apparent that Mr. Brunner enjoys teaching and the emphasis on the importance of education and taking ownership of one's learning came through clearly to the students.

Mr. Brunner utilized questions to promote academic challenge and discovery. At times, Mr. Brunner would prompt students or rephrase questions to enlist the participation of learners at all ability levels. Thank you for challenging your students to engage in higher level thinking skills. What a great accomplishment!

I am impressed with your teaching and you going beyond in many elements of the California Standards for the Teaching Profession.

Continue to work on speaking skills and voice level. This helps prepare your students for future presentations.

It is evident that the use of TESA training is a part of your everyday lessons.

Why were supplies taken out for literature circle when literature circles did not occur until much later in the class period?

The signature of Evaluatee only indicates that the conference has been held.

Evaluator

2-13-02
Date

Evaluatee

Harry S. Truman Middle School
CLASSROOM OBSERVATION AND CONFERENCE FORM

TEACHER: John Brunner

DATE: 2/24/06

NUMBER OF STUDENTS: 27

EVALUATOR: Tammy Stringer

SUBJECT & GRADE: 6th/7th/8th - ELD

ABILITY LEVEL: Proficient and Below

PERIOD: 6th Period

LENGTH OF OBSERVATION: 50 Min

Student Work Present	Evident	Goals and Objectives	Evident
Students Engaged	Evident	Standards Posted	Evident
Cooperative Structures Used	Evident	Technology Used	Not Evident
Classroom Procedures	Evident	Aesthetic Environment	Evident
Transitions Used	Evident	Rules Posted/Used	Evident

Observations:

Class started at 12:52. Each student received a handout and clipboard as they walked in the room. They sat down in chairs arranged in a circle. The students listened to the school announcements. Mr. Brunner took attendance. He gave the names of the "Clean-Up Crew", for the day. He asked for the Reclassification Forms.

The teacher explained that the lesson would involve a Socratic Discussion on, "The Knight's Tale." He would read the short story aloud. The class would complete individual and small group work. Then the whole class would have a discussion. Four students were assigned to observe during the group discussion. Mr. Brunner read the short story. He stopped to clarify when necessary. He gave the students a few minutes to read the short story again, silently.

A student asked the question, "How could Palamon be talking to Arcite when he is in prison?" One student answered that Palamon may be talking in his mind, to himself. Mr. Brunner acknowledged the student's answer, and he further explained that the conversation took place before they went into prison.

After the reading was completed, the students had to think about both princes and tell the advantages/disadvantages of their situation. Mr. Brunner read the questions and gave an example. Students worked quietly for about 10 minutes. The teacher then walked around to check progress. He spoke to students, giving them feedback on improvement.

Next, the teacher explained the group work and quickly assigned four students to a group. Each group needed a chairperson and a secretary. The group had to decide which prince was more fortunate. Immediately, the students began their discussion. Most groups worked effectively.

Mr. Brunner called the students back to the circle. He held his hand up and stated, "Waiting". The students stopped talking. The secretaries began to report out. The four observers assessed the interaction. As students gave answers, others asked questions to get more information.

In the end, the observers reported what they noticed about the Whole Group discussion. The observers used a list of assessment questions to properly analyze. The class ended at 1:45.

Lesson Analysis

Standard 1: Engaging and Supporting All Students in Learning

Key Element: Facilitating Learning Experiences

- The lesson was very well organized. It included individual, small group, and whole class activities. This allowed most students to get involved on some level, and be successful.

Key Element: Engaging Students in Problem Solving

- You created a lesson which encouraged students to use critical thinking. Your students gave constructive answers during the discussion. Many of them compared that situation to similar situations of today.

Standard 5: Assessing Student Learning

Key Element: Guiding All Students in Assessing Their Own Learning

- While the Whole Group instruction went on, four students were assigned to assess the interaction. It was clear that these students were familiar with this process.

Standard 6: Developing as a Professional Educator

Key Element: Working With Colleagues to Improve Professional Practice

- You attended the first four professional Buy Back sessions at Truman Middle School. This gave you an opportunity to collaborate with your peers, to meet the needs of our students.

Key Element: Establishing Professional Goals/Pursuing Growth Opportunities

- You pursue opportunities to obtain knowledge and grow professionally. You will be attending the upcoming GATE Conference.

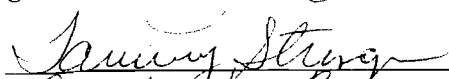
Strengths

- You have a good rapport with your students.
- You hold your students to very high standards.

Recommendations

- Allow more time for group interaction.
- Encourage other students to get involved in the discussion.

Teacher Signature: 

Observer: 

Position: Assistant Principal

Teacher Comments: