



13th & Bern Streets
Reading, PA 19612-5234
Education Dept. Office 610.921.7790

INTERN OBSERVATION EVALUATION

Visit _____ Observation X

Education Department

College Supervisor Dr. Cheryl Yocum

Student Teacher: Jessica Bilello

Date/Time: Feb. 16, 2010, 11:05-11:44 a.m.

School District & School: Fleetwood Area School District, Fleetwood Middle School

Cooperating Teacher: Mrs. Mary Ann Eichenlaub, Reading Teacher

Planning/Preparation—Classroom Environment—Instructional Delivery—Professionalism

The Classroom Environment—Upon entering the classroom today, this observer felt confident that key elements of the establishment and implementation of effective classroom management skills are being successfully implemented.

- Creating an environment of respect and rapport—classroom interactions are highly respectful, reflecting general warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
- Establishing a culture for learning—The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.
- Managing classroom procedures—Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
- Managing student behavior—Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Monitoring of student behavior is suitable and preventive, and response to misbehavior is sensitive to individual student needs.
- Organizing physical space—Classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Evaluation of Today's Experience:

You began the period with a vocabulary review. You gave the definition and asked students to select the right word from a word bank on the board. Your tone was pleasant, your diction and projection were excellent. You rewarded correct answers with “Nice job.” At the end of the vocabulary review, you said, “Nice job with the vocab, guys; good prep for your test.”

Before starting the lesson of the day, you reviewed the students’ comprehension of the plot from *Holes*. This was particularly important since students had not been in school for one week because of snow days and the Presidents’ Day holiday. Most questions began with “Who...” or “What...” indicating they were recall questions from the book. After this brief review, you complimented the class, saying, “Good job, nice recap.”

You directed students to open their books to page 193, and you played the recording of the conclusion of the most recent chapter, which had been unfinished before the long break. You

circulated among the students continually, mostly to be proactive about keeping them on task; sometimes you redirected students who weren't on task. Your presence was friendly, helpful, and nonthreatening.

In approximately five minutes time the recording of the chapter was finished, and you told students to finish their review sheet. As they did, you walked around and made yourself available to answer questions. When they had finished the plot comprehension worksheet, you directed them to exchange papers and you went over the answers—calling on students to volunteer correct answers. Students participated willingly. After the plot review worksheets were corrected, you directed students to work on their application questions and reader's response questions. Some worked conscientiously until the end of the class period (which was only about 3 minutes), and others chose to waste the time and talk. Again you circulated and urged them to use their time productively.

Application of Domain II indicators:

- Creating an environment of respect and rapport—classroom interactions are highly respectful, reflecting general warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.

Your presence in the classroom was unequivocally positive and respectful of the students; your interactions with them indicated your desire to build rapport. After class, you made a few comments to a young man who was gathering a large load of books—an effort to make a connection with him. He responded with a friendly reply. You also talked to Morgan, the student who was reading a book which you had previously read, trying to build rapport with her.

- Establishing a culture for learning—The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.

You circulated through the class to help students, keep them on task, and prod them to thoroughly answer the questions. When they finished one task, you reminded them of others they could start to work on.

- Managing classroom procedures—Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

Though the routine of this unit is similar every day, you managed time and tasks smoothly, efficiently, and with quick transitions, showing your good organization. Smooth transitions keep students on task.

- Managing student behavior—Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Monitoring of student behavior is suitable and preventive, and response to misbehavior is sensitive to individual student needs.

Your circulation through the class and discreet addressing of students who weren't fully on task showed "suitable and preventive" monitoring. Some, not all, students showed evidence of the ability to set their own expectations and monitor their own behavior.

- Organizing physical space—Classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

The classroom is well-organized, allowing both you and the students unobstructed mobility. You used the physical space well and from different points in the room. Classroom organization into groups is excellent for learning, but does require students bear more responsibility in "supporting the learning of all students." Cultivating that self-monitoring in middle school students can be very challenging!

Final comments: Jessica, I was very impressed with your classroom poise, the fact that you knew all the students by name, your ability to discreetly correct off-task behavior, and your

attempts to make individual connections with students. You are off to a good start and I expect even better things from you!

Post-Observation Conference:

We discussed the entire lesson in detail, with emphasis on the Domain II indicators.

Student Teacher Comments: You said that you thought the lesson went quite well.

Cooperating Teacher Comments: Mrs. Eichenlaub says she is pleased with Jessica's work up to this point.