

Teaching Analysis Chart, October 12, 2010

Observer: Kelsea Truman (Intern in building)

Observation Date: 10/12

ACTION	TIME ENGAGED IN ACTIVITY	LEVEL OF STUDENT ENGAGEMENT ¹	GENERAL NOTES/COMMENTS
<i>Logistics</i>			
Administration	45 seconds	Medium	Attendance was taken when the late bell rang while students were taking out their section 1 outlines (guided reading from the chapter). However, only about half the class actually had their outlines on them.
"Down Time"	None		Michelle made good use of time; students were busy from bell to bell. Michelle took about half an hour going over the students' outlines and discussing the first section of the chapter; she then transitioned the discussion of the American Revolution to young recruits and how that trend is still prevalent in the world today.
Management	Approximately 5 total minutes of discipline	Low-Medium	Michelle tried very hard to control this class, which contains a total of 32 students (7 of whom are receiving special ed accommodations) in a very small, crowded classroom. She's made considerable improvement in terms of management since the beginning of the year, but this is an extremely difficult class.
(Identify) Other:			
<i>Aspects of the Lesson</i>			
Introduction/Hook	5 minutes	Medium-High	Michelle connected the use of very young recruits in the

			American Revolution to the current use/abuse of child soldiers today. She also related it to them in various ways by asking such questions as, “Do you think you would be okay with joining the military and going to war today, at thirteen years of age?”
Directions	3 minutes	Medium	For this activity, students were told to read the article and answer the corresponding questions alone or with a partner.
Use of Resources	20 minutes	Medium-Low	Article by Jeffrey Gettleman: “Armed & Underage” from the New York Times. Unfortunately, about half the class was disengaged—many chose to fool around instead of reading the article. This made it difficult for other students to concentrate.
Closing	3 minutes	Medium	Michelle wrapped up the lesson by telling students that their article questions were due Friday at the end of the hour; she also told them to consider how they would feel in a situation like the armed children in the article.
<i>Teaching Strategies</i>			
Cooperative Learning	10 minutes	Medium	
Direct Instruction	Lecture/discussion and instructions took about 30 minutes	Medium	Note: Michelle never sat at her desk; she was constantly walking up and down aisles in a great attempt to keep student on track and direct students who were off-task.
Discussion	20 minutes for outline/chapter discussion and about 5 minutes for transition in	Medium	About half the class actually followed along with the outlines during this discussion, but they were frustrated because other kids in class were a major

	modern day child soldiers		distraction.
Student-Centered	I'm not sure what is meant by "student-centered"	-----	-----

General Comments & Thoughts from observer:

With this kind of class, Michelle should have considered reading the article to the class or having the students read it out loud and then answering the questions together. Also, this class cannot handle such a long lecture—I think Michelle should prepare her lesson plans in such a way that allows time for up to three separate activities instead of 1 or 2 longer ones. This class has too many behavioral problems and cannot stay engaged with just one long activity. I liked how Michelle had a “guided reading” (outlines) for students to fill out while she was giving her lecture; I can tell that it was meant to keep the students engaged, but about half the class did not care to fill it out. I also noticed that Michelle does not have assigned seats for the students. I think making a seating chart for them would be beneficial in terms of behavioral problems.

Michelle's Thoughts:

I can certainly agree with Kelsea on several points that she made. My situation in 6th hour 8th grade U.S. History is incredibly frustrating and I am doing my dogged best to show students that I care and to attain a respectable level of control. Kelsea's suggestion about lesson planning with three activities is a great idea, so long as I keep it very organized (to avoid potential chaos). I also whole-heartedly agree with the idea of reading the article aloud to the students and having them answer the questions together. This would not only help my special education students, but it might also force the rest of class to stay focused and to complete their assignment. It is certainly worth a try!

I have made a new seating chart for my students on Thursday and intend to introduce it on Monday at the start of class. I have also talked with my mentor teacher about creating a better, more cohesive set of expectations and consequences that will encourage better behavior. I am always open to new advice!

Teaching Analysis Chart II—March 8, 2011

A. Provide a description of the teaching context.

This lesson was an in-depth study of Thomas Jefferson as a builder and innovator as well as a President.

B. Lesson Plan:

Tuesday, March 8, 2011

8th Grade U.S. History

Title: Monticello, Jefferson's Home

Goals and Objectives:

1. Students will be able to research facts about Monticello.
2. Students will evaluate facts and decide which was most interesting to them.
3. Students will explain at least one fact both graphically and in writing, without copying.

Procedure:

1. Students were shown pictures of Monticello and given reasons why it was unique.
2. Students were asked to look up info on a certain website using laptops.
3. They would then draw a picture of the part/aspect of Monticello they liked best.
4. Finally, students would write 3-5 sentences explaining what they drew and why it was interesting.

Evaluation:

Students will demonstrate that they have met the lesson's goals by drawing and describing one interesting aspect of Jefferson's Monticello, and sharing it with the class.

Observer: G. Miller (Van Dyke Public Schools)

ACTION	TIME ENGAGED IN ACTIVITY	LEVEL OF STUDENT ENGAGEMENT	GENERAL NOTES/COMMENTS
<i>Logistics</i>			
Administration	30 seconds	Medium-High	Michelle took attendance while students wrote a journal entry from a prompt on the board.
“Down Time”	12 seconds	Medium	Michelle had to stop giving instruction when another teacher came in the room to talk to her about one of the students.
Management	1-2 minutes	Medium - High	Michelle has instituted a very effective behavior management plan for this difficult class utilizing “strikes” and “runs,” with both immediate and long-term rewards for students who follow the rules. She only had to give a few reminders, which she recorded on her clipboard chart.
(Identify) Other:			
<i>Aspects of the Lesson</i>			
Introduction/Hook	2 minutes	High	Michelle showed pictures of Monticello to the students, and gave them 2 or 3 reasons why it was such a unique residence at the time.
Directions	2 minutes	High	Michelle gave the directions in small parts, and had the students repeat them as they went along. She explained that they would be researching Monticello to find out interesting facts about it, looking up info on a certain website using laptops, drawing a picture of the part/aspect of Monticello they liked best, and writing 3-5 sentences explaining what they drew and why it was interesting. She also reminded them that copying was not acceptable—they would have to paraphrase (put in their own words).
Use of Resources	32 minutes	High	Students were enthusiastic about using the computer, and finding out about Monticello. They seemed to enjoy the drawing part, but

			some had difficulty paraphrasing the fact they wanted to write about.
Closing	18 minutes	Medium - High	Students volunteered to read what they had written/found interesting about Monticello.
<i>Teaching Strategies</i>			
Cooperative Learning	ongoing	Medium - High	Some students were allowed to work together as long as they remained on task. 2 students were separated for fooling around instead of working.
Direct Instruction	ongoing	High	Michelle walked around the room as students were working, assisting those who were unsure, having difficulty reading the website, or needed help to paraphrase the idea.
Discussion	6 minutes	High	Students also discussed what would be "cool" today to build into a new home.
Student-Centered	ongoing	High	There are several special-needs students in this class that Michelle provided accommodations or differentiated assignments for.
(Identify) Other:			

Observer's Comments:

I have been observing this 6th hour U.S. History class for about 4 months. Michelle has come a long way in learning how to deal with a large, easily-distracted class in a small, cramped space. This does not look like the same class I observed beginning last fall. With a few exceptions, the students are talking less, remaining seated the whole period, and using class time to do the assignment instead of fooling around. She makes an effort to create interesting assignments for the students, and to break up the activities to hold their attention. The class's overall ability is low, however, and she has become very adept at differentiating assignments for students who need it.

Michelle's Comments:

Compared to my first time analysis observation, I was pleased to see that the level of student engagement in my classroom is significantly higher than what it was in the fall. I think there are a number of reasons for this. For example, I feel much more confident in my lesson plans and delivery of information, directions, and motivation to the students. I also feel much less stressed in my teaching because I have found a management strategy that works for me and my classroom dynamic. Because students understand my expectations and are more well-

behaved in general (with few exceptions), they are better able to actually pay attention to instruction and learn objectives. I'm also very proud of my students' ability to maintain focus for a longer period of time than they used to—there was a time when I despaired that this would ever be possible in a small room with up to 34 people in it.

I feel that I am better able now to convey not only my enthusiasm for social studies each day, but provide more meaningful assignments that my students can appreciate and connect to their own lives. The overall morale in my classroom has risen because of this—I no longer have to spend much of my time disciplining or explaining why our lesson is important, or trying to maintain their attention.

While we refer to our textbook occasionally, it was written in 1997 and is no longer relevant to today's world or the students' interests; thus I bring in different readings from different resources like Upfront Magazine, the New York Times, Imprimus Publications, and other similar sources. We also use the internet resources with laptops, so that we can better synthesize information from the past with today's national and global events. Both my students and I would much rather use this more multi-dimensional approach to learning social studies objectives than using outdated and dry resources from a textbook printed before my students were born.

My ultimate goal in my practice that I want to improve upon is to be able to more efficiently build layers of knowledge by helping my students discover information in such a way that promotes collaborative learning, citizenship, competence, and community. I wish to not only be a source of knowledge but a guide to self-reliance and student accountability and responsibility. I currently have difficulty making students feel truly accountable for all of their actions and the impact they have on others. My plan is to model this by my own behavior, and to recognize and reward this accountability when it does occur in the classroom. In this way I can better prepare students for independence.