# Observation of a Master Teacher: Elementary School/Middle School

| Teacher Cadet:  |   |
|---|---|
| Your observation is:  |   |
| General education   | Special education   |
| Elementary school   | Middle school   |
| Master Teacher Observed:  |   |
|   |   |
| Grade level observed:   |   |
| Due:  1 <sup>st</sup> Observation(Special Education or Opposin 2 <sup>nd</sup> Observation(Special Education or Opposin | ng Grade)MARCH 6 <sup>TH</sup> 0R March 20 <sup>TH</sup> 2020   |
| and routines are established and put into mo  | cions provide candidates with an opportunity to see how classroom procedures of the provided to the procedures of the provided to the procedures and build an understanding of the procedures of planning for instruction and procedures enhances classroom managemen Jenkins-Gunn, and Rosebrock, 2005). |
| PART #1 - Professionalism 5 points/question= 45 pts. possible   |   |
| How did the teacher greet the children upon   | entry?  |
| Describe the student responses to the teacher   | er's greeting:  |
| Describe the way the teacher is dressed? Circ color?, Professional? Casual?   | cle all those that apply: Business like, friendly? Clean? Neat? Colorful? What Respectful?  |
| Describe the teachers' conduct/manners: all Can a teacher be firm, fun and kind? Explain.                               | business? Fun? Kind? Nurturing? Friendly? Harsh? Difficult? In charge? Firm?  |
| How did the teacher arrange the room so each  | ch student felt a part of the class?  |
| What did the teacher do to make each stude  | nt feel welcome and special?  |
| Was the class successful? How did you know  | it was successful?  |

1.

2.

3.

4.

5.

6.

7.

8. List the ways in which it was successful?

| 9.  | What specifically could this teacher have done differently to achieve greater success? ("nothing" is not an answer)   |
|-----|---|
| 2.  | PART #2 - Classroom Rules:  5 points/question=80 points total  Are rules posted? Can they be seen from every seat in the class?  Are the consequences and rewards posted? Explained?  List the classroom rules: |
| 4.  | If more than 5, could any of them be combined? Which ones:  |
| 5.  | How much time is dedicated to teaching/going over the rules and procedures of the class?  |
| 6.  | How are any rules taught/retaught?  |
| 7.  | Are rules and procedures reviewed practiced? How? Role playing? Q & A?  |
| 8.  | What strategies are used to make the students feel comfortable in their new surroundings?   |
| 9.  | Describe the behavior of the children compared to what you experienced in your own placement experience?  |
| 10. | Does the teacher address every error in behavior during your observation or only the more serious ones?   |
| 11. | How are the students responding to the teachers' directions?  |
|     | Do students immediately comply upon first request?  |
|     | Why or why not, in your opinion?  |
| 12. | Name 5 influences that shape the child's behavior?  |
|     |   |
|     |   |
| 13. | Observe the children. What percent appear confident and comfortable?  |
| 14. | What do you base this on? What clues did you see, hear?   |
| 15. | What percentage of the children seem out of sorts? Uncomfortable?   |
| 16. | Did the teacher address this? How?  |

### PART #3 - Classroom Environment & Layout

| 5 | points | per d | question=  | total of | 30 | points | possible |
|---|--------|-------|------------|----------|----|--------|----------|
| _ |        |       | 44C3CIOII— | total or |    |        |          |

| 1. | Is the class time divided between teacher and student directed activities or just teacher directed?  |
|----|--|
| 2. | Sketch the floor plan on the back. Include student tables, desks, teacher's desk, learning centers, carpet area, exits, sink, computers, any other teaching technology and the whiteboard. |
| 3. | Is there a "private place" in the classroom where children may go if they feel over-stimulated/over-whelmed, etc.? Describe this spot:   |
| 4. | Describe the sights and sounds of the room: Is there side chatter? Music playing? Lots of talking? No talking? Is the room colorful? All one color? What color?                            |
| 5. | Are there Instructional posters? How many?  Motivational Posters?What does one say?  |
| 6. | Safety materials/instructions? Fire, tornado, first aid: Where are they and are they explained?  |

## PART #4 - Time Management/Curriculum 10 points per question= total of 90 points possible

| 1. | How much time is dedicated to actual subject knowledge: reading, writing, math, science?  |
|----|---|
| 2. | How much time is spent on assessment: finding out what the students know?   |
| 3. | How much time is spent on individual work?  |
| 4. | How much time is spent on group/small group work?   |
| 5. | Draw a pie chart to show the percentages of questions 1-4.  |
| 6. | Draw a pie chart to show how you predict this will look in January. What makes you believe this?  |
| 7. | How does s/he make the students feel when the students respond/answer/participate? (Encouraged? Smart? Sorry they attempted to answer?) |
| 8. | Provide a verbatim example of a teacher question, the student response and the teachers response to the student:                        |
| 9. | How does the teacher maintain fairness in calling on students?  |

### PART #5 - Student Engagement

## 5 points per question= 50 points possible Locate the classroom schedule (should be located somewhere in the classroom) and write it down.

| 1.  | Locate the classroom schedule (should be located somewhere in the classroom) and write it down.                       |
|-----|---|
| 2.  | Describe in detail the level of student engagement:   |
| 3.  | Describe a learning activity you observed including subject and objective:  |
| 4.  | Describe an activity in which students participated in small group work:  |
| 5.  | Does the teacher show enthusiasm for the subject matter?  |
| 6.  | Does s/he check for student understanding? How?   |
| 7.  | Does the teacher provide "real-world" examples to illustrate concepts   |
| 8.  | Describe the best "getting to know you" activity you observed so far:   |
| 9.  | Has the teacher remained consistent day to day with the rules and procedures?   |
| 10. | Does s/he continue to spend time on the rules and regulations beyond the first few minutes of class? Why should s/he? |
|     |   |

|    | PART #6 - Understanding your Students/Student Demographics   |
|----|--|
|    | 5 points/question= 35 pts. Possible  |
| 1. | Describe the student population in this classroom in terms of race, color, ELL, special needs: How many students are in  |
|    | the class? How many are black?Asian? Hispanic? Caucasian? Other?   |
|    |  |
|    |  |
|    |  |
|    |  |
| 2. | How are students with special needs accommodated so they can learn successfully?(if applicable)  |
|    |  |
|    |  |
|    |  |
|    |  |
| 2  | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\   |
| 3. | What student seems to be getting the most attention in this classroom? Do not name the child, just describe what it is that requires so much time and attention: |
|    | that requires so much time and attention.  |
|    |  |
|    |  |
|    |  |
| 4. | Describe the interactions between 2 male students:   |
|    |  |
|    |  |
|    |  |
|    |  |
|    |  |
| 5. | Describe the interactions between 2 female students:   |
|    |  |
|    |  |
|    |  |
|    |  |
|    |  |
| 6. | Were you surprised by these "gender" observations or were they as you expected? Why?   |
|    |  |
|    |  |
|    |  |
|    |  |
|    |  |
| 7. | Do you find there is a difference between the learning ability of the male vs. the female student at this age? If yes, how do                                    |
| •  | they differ?   |
|    |  |

|    | PART #7 - Reflection 10 points/question= 30 pts. Possible   |
|----|---|
| 1. | After observing in this classroom, what do you feel are your strengths and what do you feel you can work on in your own placement throughout the rest of the school year. |
|    |   |
|    |   |
|    |   |
|    |   |
| 2. | What seems to be the most challenging thing about teaching this age group?  |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
| 3. | How would you say this observation has guided you in making plans for the future?   |
|    |   |
|    |   |

Teacher Cadet Name:

Packet is due \_\_\_\_\_\_/ 360 possible points