



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

INTERN OBSERVATION EVALUATION

Observation #4

Education Department

Student Teacher: Stephen Schrack

School District: Morrisville School District

School: Morrisville Middle School

Cooperating Teacher: Mr. Mike Teefy

College Supervisor: Mrs. Nancy L Gross

Date/Time: 12/2/2024 @ 12:50pm

Grade/Subject: Grade 7 / Social Studies

Planning/Preparation—Classroom Environment—Instructional Delivery—Professionalism

Professional Responsibility— this is certainly a critical element of our profession. Components are listed below:

- Reflecting on Teaching—the teacher’s reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
- Maintaining Accurate Records—the teacher’s system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
- Communicating with Families—the teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
- Contributing to the School and District—the teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
- Growing and Developing Professionally—the teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
- Showing Professionalism—the teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

Evaluation of Today’s Experience:

Class started with a lot of energy as today is the first day back from the Thanksgiving holiday break. Mr. S has displayed the first slide of the lesson ‘Exploring Canada’. He began the class with an informal discussion about the kids’ holiday weekend. Students eagerly offered stories while the others quietly listened. The students were genuinely interested in hearing what each of the others shared. Clearly a community. Lots of giggles and positive comments. Mr. S wrapped up the conversations and shared an overview of today’s lesson components.

The lesson began with a video ‘The World From A-Z’ with Carl Azuz. The video highlighted southern England and then continued with current events of world news. This lively news program engaged the students with a variety of news segments and interesting videos and topics.

The class transitioned directly to the topic of the day, and while passing out today’s work, Mr. S threw open a question to the group to share what they remember about their previous class work featuring the physical features of Canada. A few students offered suggestions as the papers were distributed.

Mr. S continued by walking the class through the expectations of their new assignment – A Canada travel Brochure using the graphic organizer and the resources available to them. Mr. S populated their Schoology file (online) with a set of 6 websites students may refer to find the expected information. Students were directed to work in pairs or independently.

One student asked if there would be a format to follow, and Mr. S pointed out that he had that very information in the packet. Explaining that this would be due on Friday, at the latest, Mr. S then dismissed them to begin forming their partners groups and get started.

Students were milling about a bit as they settled into their groups and came up with their choice of city/province, and features that are expected to be included in the brochure.

Gathering their Chromebooks, they began to divide and conquer the assignment.

In less than 7 or 8 minutes, the students were all busy with their tools, their groups and discussing who would be responsible for what part of the project.

The students were all engaged and connected to discovering features of Canada.

After checking in with each group, Mr. S documented who was involved and what they had chosen. After a few minutes, he passed out an Exit Ticket to each which will be due at the end of class today. The ticket asks the student to list two new things they learned about their city or province today.

One student, who had chosen to work independently, had it filled out and offered to return it to Mr. S within just a few minutes. As he was circulating throughout the classroom he accepted her paper, praising her efforts.

Throughout the period, Mr. S continually circulated and checked in with each group. Students were busy and engaged throughout the period. Their chatter was energetic and positive, and they seemed to be enjoying the freedom to choose and find information that aligned with their own interests.

Comments:

- Your lesson was well planned. All of the necessary facets were outlined and planned for appropriately. The video you chose to highlight was interesting and engaging although varied from your plan to introduce Canada. As part of the lesson introduction, you did mention a prior discussion about land features of Canada to access students' prior knowledge.
- As we discussed, the rather brief overview of the brochure project allowed the students to jump directly into the research sources you provided for them. They grouped themselves and made choices quickly which demonstrated a great use of instructional time.
- This class section did not require additional scaffolding as you mention as possible differentiation in your lesson plan to accommodate for comprehension or executive functioning needs. Everyone seemed on task and eager to discover more about this 'new' country. The natural supports of their self-chosen learning group and your availability as you circulated throughout the period would likely catch any questions that might arise.
- A suggestion might be to add a question to their exit ticket. Through the use of this ticket, you provided a fabulous informal assessment and accountability measure. By adding a question, students could also create their own goal for their continued research as well as a barometer for you to sense their level of understanding about the many features of the assignment.
- Your comfortable rapport and camaraderie with the students and/or their learning groups highlighted your respectful relationship with them and how hard work can be fun!
- To see seventh graders dive in and organize themselves, connect appropriately with online research, and collaborate with their group (or diligently work independently) throughout the class period was refreshing. You raised the bar and they reached for it. I am sure they will take pride in sharing their finished projects. Hopefully they will get to visit Canada and bring their project to life.

Post-Observation Conference:

Shared observation/instructional delivery and reviewed all components/elements of the student teaching experience to date.

Next Scheduled Observation: To be scheduled if requested via email

Nancy L Gross December 2, 2024

(Signature of College Supervisor)

(Date)

Lesson Plans: Reviewed—OK

Journal/Diary: Reviewed—OK

Time Sheets: Reviewed—OK

Samples of Students' Work: Observed during visitation

Cooperating Teacher Comments: Mr. Teefy is very pleased with all of your progress. He mentioned your professionalism and strong rapport with the colleagues in the building. He notes your comfort level with the curriculum content and your ease of presentation. The management of the middle school level students has been a strong area of growth. He has confidence that you will be an effective educator in your own classroom very soon.