

Albright COLLEGE

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INTERN OBSERVATION EVALUATION

Observation #3

Education Department

College Supervisor: Mrs. Nancy Gross

Student Teacher: Mr. Stephen Schrack

Date/Time: 11/18/2024 @

School District: Morrisville School District

School: Morrisville Middle School

Grade/Subject: Grade 8/ American History

Cooperating Teacher: Mr. Mike Teefy

Planning/Preparation—Classroom Environment—Instructional Delivery—Professionalism

Instructional Delivery—Key elements of effective instructional delivery skills are successfully implemented.

Components are listed below:

- Communicating Clearly and Accurately—the teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
- Using Questioning and Discussion Techniques—students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
- Engaging Students in Learning—students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
- Providing Feedback to Students—the teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
- Demonstrating Flexibility and Responsiveness—the teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Evaluation of Today's Experience:

Mr. S opened the 8th grade class with an overview of the next few days and weeks of assignments. He then zeroed in on the schedule for today's period.

As directed, the students all prepared for note taking, from the slides on the whiteboard. Using a set of slides which included photographs and bulleted big ideas of the lecture, Mr. S presented the required content for the class.

Mr. S asked the students some leading questions, got a bit of discussion started and continued by lecturing about the Battle of Bunker Hill.

After an overview, they continued by hearing about key moments of the battle. Mr. S engaged the students by asking questions about the reality of the gruesome facts of this battle. Students were almost dumbfounded by the grim nature of this battle where loss of life was very real. (1000 British, 450 American casualties)

Students quietly wrote in their notebooks, while Mr. S monitored their progress to inform and adjust the pace of his presentation.

After reviewing the facts of the battle and the final assault, he asked the students a What If question..... If you were in the battle....

A student responded, while most wrote quietly.

A question arose.... So the British won? Mr. S praised the question and expanded on the situation by explaining how while the British won this particular battle, did they really?

After completing the note taking portion, the class watched a brief video (Battlefields.org/IN4). The visuals and narrative of the video clearly supported their understanding of this event.

Following the video, Mr. S questioned the students to share what have the Americans learned about the British army. Needing follow up, probing questions and restating, the students agreed that the British Army is much bigger and stronger than the American forces.

Next the class transitioned to a web based quest to answer questions on a paper/pencil worksheet about the battle using two websites as provided by Mr. S.

Students used their Chromebook, located the websites, moved into partner groups of their choosing, and began to complete the 11 questions.

As the period came to a close, Mr. S collected the students' work. Students quietly packed up, returned their desks to the original positions without any prompting, and waited quietly for dismissal.

Comments:

- Your lesson plan was prepared well and included the necessary features of a thoroughly written plan. Interestingly, I noticed vocabulary listed only for Tier 1 and 2. Especially at middle school, I would suggest overthinking this section as you plan due to the many dynamics that may create hesitation for students to ask clarifying questions of the detailed content they are learning.
- Language used in the video and was like that of your powerpoint – keeping the language of instruction similar provides a strong learning tool.
- By noticing their body language and listening to their conversations, the class seemed effectively engaged during the more active learning of the webquest written assignment. The groups were working productively, those who chose to work individually were busy writing.
- You were able to monitor the progress of both the note taking and the webquest writing activities by frequently moving about the classroom. The students have a great rapport with you and felt free to ask questions at any point.
- The students did not seem to need extra motivation to complete the expected amount of work. A few have finished while others continue to work during this 25/30 min period.
- A few of the students have reached out to their neighbor to clarify and discuss an answer before committing it to the paper. The camaraderie between them is apparent, what a nice group of students!
- Your written plan includes great ideas for the follow up activities to pair and discuss surprising and interesting facts, to dive in further to the significance of this specific battle and its broader implications. You mentioned that additional time would be provided the next day for completion of the webquest and this rich discussion. Because this class was on task and most seemed to finish the written portion, I wonder if fewer written questions on the handout may have afforded you the time to reach the higher level thinking you outlined in your lesson plan. Or, possibly redesigning the webquest to a 4 person group and sharing the writing across the group - expecting each student to write only 3 of the answers. Could they discuss the event prior to being given the websites, respond referring to their class notes first, and then turn to the web for the remaining fill-ins? Just some suggestions that may provide a shift that may allow more time for the higher level, critical thinking for which you planned.

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 via email

Mrs. Nancy L. Gross

(Signature of College Supervisor)

November 18, 2024

(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 your progress noting that you have made gains while growing classroom management skills – particularly with 7th graders, the middle school population in general as opposed to his former placement with high schoolers. He sees your growth as you work through the tweaking, planning, and coordination of all the moving parts of each period and each day. The demographics of the Morrisville community have been a change from your first student teaching placement. You have embraced this change and addressed it well. Your connection with the staff and students has been highly professional.