

INTERN OBSERVATION EVALUATION

Observation #2

Education Department

College Supervisor Mrs. Nancy Gross

Student Teacher: Stephen Schrack

Date/Time: 10/9/2024 @ 10:35

School District: Pennsbury SD

School: Pennsbury West High School

Grade/Subject: Gr 12/ Social Studies

Cooperating Teacher: Mrs. Nicole Roberts

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:

The class of seniors filed into the room and chatted among themselves. This evening's MLB championship baseball game was the topic of banter and Mr. S casually joined in. As class started, Mr. S asked who completed last night's reading assignment, and took attendance. (22 students are present).

He began with a brief review from the homework reading. He continued by explaining the upcoming class expectations. There will be small group work simulating the US Supreme Court, students will be serving as justices.

He returned to the vocabulary/concept of a precedent and spoke to how that connects to the Supreme Court. He continued referring to a visual on the front screen. The graphic diagrammed the progression of the US Judicial court system. Mr. S continued on by further explaining the expectations of the next few sections of the lesson. He passed out materials and he chatted with the students as they got started with their assigned reading. Again, he reviewed the expectations and set the time frame – 15 minutes – and encouraged them to take notes.

Students began reading, other students chatted as they settled into the passage and quiet reading. A few students moved their seats into small groups yet they worked independently to read and make notes on the handout 'You Be The Judge' focusing on the 4th Amendment. A few appeared to be using their phones intermittently which appeared to interrupt their reading/time on task.

Mr. S circulated and checked in with students as they worked. When students had questions about specifics, Mr. S promptly worked through each one as he circulated the room.

Mr. S engaged with student J. to continue working as expected and asked him to put his phone away. Other students in J.'s group who were finished the expected reading and note taking chatted about current sporting events. J. chatted with them and did not appear to be 'trying his best' as he told Mr. S.

As groups completed the task, they quietly chatted or worked on other tasks.

When time was up, Mr. S approached each group with the next phase of the lesson passing out a sheet of guiding questions to discuss as if they were a group of Justices considering the features of a specific case, *Florida v Jardines*.

The class was dismissed for lunch period and told that when they return, they will pick up their work as Justices.

As the class returned from lunch, they resumed their work as a court of Justices. The discussion was lively and on task.

J. was comfortable adding tangential comments to the discussion in his group.

At the conclusion of the group work period the class was brought together to listen to each other's conclusions and results of their court's decision. Each small group reported out while others listened attentively to each other.

At the conclusion of the discussion, students were given time to begin their reflection which could prevent them from doing it for homework.

Comments:

- Your lesson plans continue to be very well done. You thoroughly considered all the necessary components.
- You explicitly outlined the expectations for each of this lesson's sections. You clearly set the students up for success while working through the reading, the notes, and the simulation.
- The materials you chose to expose and teach the students about the Judicial branch of our government and the activity you immersed them in created a rich learning experience.
- The focus on the 4th Amendment as your tool for these conversations and decisions was a choice that provided a window into the judicial system that might hold more relevance to high school seniors than another may have.
- Your proximity to the students as they were reading, discussing, responding, and reporting was a true example of your strong positive rapport with your class. You respect your students, and it is apparent as you engage with them individually and in small groups.
- The natural lunch break mid period fell at a perfect time as you transitioned to a new activity. The pacing was well planned.
- Thank you for your explanation of J.s learning style. Your interactions and patience with what, to me, appeared to be off-task behavior, showed your true understanding of providing accommodations as appropriate and creating equitable learning opportunities for all students.
- As the lesson continues tomorrow, it will be interesting to learn if any of Gr 12 'Justices' may change their vote based on the arguments their classmates presented today.
- The follow up activity you have planned will be engaging for the class. This will be a memorable activity for many.
- Your summary and restatement of each group's responses provided validation and positive reinforcement as the class progressed.
- The rapport you have with your students is outstanding. Building a relationship with youth is a valuable tool, to me the most valuable.
- I might suggest that you offer time to explicitly invite students' clarifying questions as you progress through the lecture/whole group phase of the lesson. My suggestion lies in the students' level of prior knowledge of the 4th amendment and the Supreme Court. I noticed you had discussions with a few students about how justices are appointed and rarely removed as per their questions. Another group seemed to be discussing features of the 4th Amendment with you. This leads me to wonder how many others may have had a similar question and may have benefited from being a part of those conversations. You and I discussed this and we agreed that you are very approachable and the students likely would not hesitate to ask if they wanted further clarification on a topic.
- You made great use of instructional time by suggesting students begin their reflection homework assignment at the end of class.

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

(Signature of College Supervisor) October 8, 2024
(Date)

Lesson Plans: Reviewed—OK

Journal/Diary: Reviewed—OK

Time Sheets: Reviewed—OK

Samples of Students' Work: Observed during visitation

Cooperating Teacher Comments: Mrs. Roberts continues to be very pleased with your work. She is seeing you grow as each week progresses. Your opportunities to observe her and other colleagues at Pennsbury provided you with a firm foundation from which to build your own teacher tool kit. She has enjoyed your time with her and wishes you were able to continue through the remainder of the semester.