



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

## INTERN OBSERVATION EVALUATION

Observation: #1

### Education Department

College Supervisor: Mrs. Nancy L. Gross

Student Teacher: Stephen Schrack

Date/Time: 9/23/2024 @8:57

School District: Pennsbury School District

School: Pennsbury West High School

Grade/Subject: Grade 10 / Social Studies

Cooperating Teacher: Mrs. Nicole Roberts

### Planning/Preparation—Classroom Environment—Instructional Delivery—Professionalism

**Planning/Preparation**—Key elements of the establishment and implementation of effective planning and preparation skills are successfully implemented. Components are listed below:

- Demonstrating Knowledge of Content Pedagogy—the teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Instructional practices reflect current pedagogical knowledge.
- Demonstrating Knowledge of Students—planning for instruction includes the knowledge of students' backgrounds, skills, and interests.
- Selecting Instructional Goals—the teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.
- Demonstrating Knowledge of Resources—the teacher is fully aware of school and district resources available for teaching and knows how to gain access to school and district resources for students who need them.
- Designing Coherent Instruction—Elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.
- Assessing Student Learning—The teacher's plan for student assessment is aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

### *Evaluation of Today's Experience:*

When the period began, the classroom was arranged in a U shape with all of the students, seemingly in assigned seats, facing the center and the whiteboard. About 28 students were present, some with phones, others had laptops.

Mr. S greeted them with a big hello, the students all waited very quietly for class to formally begin. Mr. S circulated throughout and spoke with many as they entered.... How was your weekend? A few responded and the conversation was comfortable and a nice warm up.

Mr. S transitioned to presenting the lesson content, using the whiteboard, passing out packets to each student, while verbally reviewing the previous class content of Latin America and imperialism. Discussion also included a review of the various peoples the class had been studying

Mr. S passed out an article, and explained they could work on the article with a group of classmates, and he offered to host a group.

Before they began, he paused to review key events of this period in history. He then asked them to begin reading the article and complete the attached graphic organizer. No one appeared to take him up on his offer to work with him, and

one group of students formed. All others chose to work independently. Mr. S circulated throughout the classroom monitoring student progress and answering questions.

A few students with phones and laptops were asked to put them away as they were distracted by the choices they were making with those devices. Most students complied.

While students were working, Mr. S continued to circulate and check in on students. The group that gathered chose to work in the hallway and appeared to be working well together.

Class continued silently working.

The hallway group returned to class and sat down respectfully. Mr. S asked the rest of the class to join the discussion and if not quite finished, complete their fill ins as the discussion unfolds.

He opened the discussion with a review of the content a bit, and then moved into the fill ins on the g.o.

Soliciting responses from the students, he restated their suggestions and praised their efforts. Additionally, he asked open-ended comprehension questions from the article accepting student responses, restating the specific information that was to be written on the g.o.

Inviting student questions, a few asked for clarification and Mr. S repeated the expected response as they added the info to their G.O.

Mr. S transitioned to a powerpoint presentation and passed out another paper/pencil fill-in to accompany. While distributing, he kept the information flowing and connected to the history they had discussed earlier.

Mr. S very comfortable with the kids and the content and inserted interesting questions. One particular question about US military bases created a lot of interest and responses. Knowing there are 770 Us Military bases around the world while most countries have 4 or 5 seemed to really pique their interest.

Mr. S transitioned to next section of fill ins and some were completing, some appeared to be staring ahead, others continue to be off task and engaged with laptop or phone.

Next transition, st. were invited to work in groups, or pairs to answer two open ended questions on the worksheet. Students asked a few clarifying questions, and worked silently.

Mr. S circulated throughout the students and in particular prompted one student with nothing written on wksht and laptop open, to put away his phone. This student was sitting next to me and while folding a paper airplane looked directly over seemingly seeking a reaction from me.

The class proceeded to the next section of the lesson to discuss Mexico and Mexican leaders of the time period.

Discussion moved to the G.O. and the next section of fill ins (Mexican Revolution)

The student near me had lost his airplane when Mr. S calmly retrieved it. He eventually picked up his pencil and began to fill in on his g.o.

Mr. S paused from the g.o. and asked the class to answer: Which of these issues would be the most important for you to get in involved with? This created a lot of interest and students offered a variety of one-word responses, all appropriate. Next, they discussed the frequent change of leadership in Mexico from 1910-1920, made connections with our own US leadership timeline of election every 4 years. (Great connection)

Class proceeded to the next section on the G.O. and Mr. S spoke about foreign owned land in US.

Fill-ins continued with the social reforms, and next a graphic of the land distributed by Mexican presidents.

Moved on to last section of G.O.: Good Neighbor Policy. Nice connection again to modern times and which countries are currently communist.

Mr. S asked if anyone had any questions. He reviewed any missed fill ins with anyone who requested.

He closed the lesson with a transition to 'Canvas Book' – three questions on today's Exit Ticket to fill in using the online system.

While they were typing, he directed st. to keep their papers from today to study for upcoming test on the 26<sup>th</sup>.

Two students returned from the lav and seemed to plug right into exit ticket without prompting.

The class ended with the broadcast of the school wide TV announcements. Afterward, the class gathered their materials and filed out in an orderly manner.

### ***Comments:***

- Your lesson was well planned. The detail included in your plan was thorough and accounted for many facets of student learning (prior knowledge, learning style preferences, higher order thinking, and assessment to name a few). One suggestion for your plan would be to add Tier 3 vocab. As you instructed, you occasionally inserted a question to the st. about specific terminology. These could have been your tier 3 words. (the groups you mentioned in the opening review, tariff, customs duties, fascist, communist)
- Your rapport with the students was comfortable and respectful. You easily connected with them when you chatted informally as well as when you circulated during instruction.

- Frequent transitions kept the period moving. Use of the article, then the power point, responding through use of the graphic organizer, and offer of partner or group discussion, and whole group questioning provided variety.
- Much content was covered this period - you took a detailed chunk of history and broke it into manageable parts for the students. While much of the student engagement was through pencil/paper responses, your interjection of discussion questions seemed to be points of higher interest as gauged by their oral responses. The graphic organizers will be study aids for the upcoming test.
- The format of the lesson seemed to include familiar classroom routines and procedures. While the content was extensive, a few of the ppt slides included text that was difficult to read from the far side of the room (Monroe Doctrine was one).
- This longer period with quiet desk work seemed to invite frequent bathroom trips as the time passed. I wonder if assigned discussion or partner work rather than offering it as a choice would get the students up and moving around a bit and mix things up and add even more variety.
- The question you posed about the students' involvement with important issues was fabulous! Extending that with 'Why do you feel that way?' would have been interesting to add. They have so much to offer!
- After our discussion following my observation, you mentioned strategies you and Mrs. Roberts have been offering to the student nearest to me who delayed his start with the expected classwork. I am glad he is on your radar.
- The exit ticket information you read following class must be interesting to inform your subsequent review and lesson planning. Great idea!
- The students who had their phones accessible during the lesson seemed to be on your radar and your frustration with the absence of a school wide policy is understandable. I am sure it is a fine line with some students and power struggles are never a win for anyone. Considering class boundaries for phone use might be something to consider when you have your own classroom. If laptops are not needed during a paper/pencil activity, could the students be asked to put them away? That might eliminate a few phones that were propped inside the laptop?
- 

***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

|                                   |                           |
|-----------------------------------|---------------------------|
|                                   | <u>September 23, 2024</u> |
| (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:** Mrs. Roberts is pleased with current progress and looking forward to continuing a positive professional experience throughout student teaching. Her feedback to his developing teaching skills is unfolding as he increases his time in front of the students. She looks forward to providing more and more for him.