**Team Member 2**

**This template must be completed and submitted to the TF by** **EOD Tuesday 09/17/13.**

My classroom observation took place at Howard Elementary School in the Kindergarten Classroom on 8/30/13. There were 20 students in the class. There 13 boys and 7 girls and there was a very diverse group. There was only one teacher class you observed (to give us some background and insight for your answers below). Another teacher came in during small groups to assist teacher as students were grouped by level for reading.

**Note** your observations for each criterion. Also note any additional behavior/practices that you thought were effective or not effective.

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| **Criteria** | **General Observations/Issues/Ineffective behavior or practices** |
| Differentiated instruction – How does the teacher balance all learning styles? | The teacher presented the lesson to be engaging so that students would interact since they are so young. However, all students were not attentive which cause her to stop a few times.  Visual- She used the overhead projector for children to see and create rhyming words as she wrote the answers  Auditory- To review she asked children to recall and create new or same words she forms there were at least 3 students that could do this with success |
| High level questioning | During one of the days at large group the teacher read a story and talked about sequencing. The children where asked about beginning, middle, and end. |
| Appropriate wait time | Felt the teacher moved quickly and did not give the students enough time to process the information so she provided some of the answers |
| Checking for understanding – H  ow is teacher helping students that don’t understand the lesson? | The teacher had activities set up that reinforce the lesson throughout the day such as worksheet, computer activities, large group discussion.  The student that the teacher worked one on one with was a low reader, but had a language barrier that she had trouble accommodating so the child could not get all the help they really needed |
| Assessments (formative vs. summative) | The students were given an activity to complete on sequencing which reinforced the lesson. This was an independent activity for the students. Students were also able to take a computer quiz on the books that were read in their individual reading groups. |
| Variety of delivery modalities | The teacher shared rhyming words and children worked in teams creating their own list, but had to work individually on the sequencing assignment. |
| Individualization | That was at least one student that was given some one on one time with the teacher after all the other students were actively involved in individual assignments. I observed this to be one of the lower level readers in the class that also had a language barrier. |
| Using technology | The teacher used the overhead projector for rhyming words. There were computer stations in the room for at least two students. They were able to complete a |
| Knowledge of subject matter and evaluation | Most students remembered the subject discussed, but a few shut down when the teacher respond instead of allowing them to. They seemed to understand and just needed more time to comprehend what was being taught. |

**Describe** the observation experience and any issues that were revealed in the process.

* Overall the class was managed well. The students were very excited and engaged in the lesson. However, I do feel the teacher needs to revisit the wait time that she gives the children. I definitely don’t feel she should answer the questions if students don’t respond quickly enough. I feel that another method can be incorporating to assist in retelling the story so students are given the opportunity to answer.
* The environment appeared to be safe and had materials accessible that met the needs of all students. Within the time I was there the students cleaned up and prepared for washing hands and bathroom before lunch. They eat lunch at 10:30 am which I felt was rather early.