



Teacher Observation Report

St. Andrew's Priory School
Honolulu, Hawaii

Teacher: Paula Won

Observation conducted by: Shelley Lane, Director of Studies

Date: January 22, 2009

Time: 9:00am-9:30am (5th grade Language Arts)

Classroom Setting:

- Students seated at desks in pods of three T=15
- Classroom is geared toward multiple types of activities; spaces designated for small group, individual, and large group instruction.
- Room is student-centered with designated and organized areas that encourage student use.
- Teacher space in the room is defined and professional.
- Student work is evident in classroom; scientific models hanging, totems in the window, teepee in the middle of the room.
- Students generally attentive throughout lesson.
- Schedule for the day and homework clear and easy to locate.
- Rubric for activity clearly posted on board for access.
- Tone in room is respectful, encouraging, welcoming, and fun.
- Students working on vocabulary assignment; then transitioning to small group pop-up book projects and presentations

Instruction/ Assessment:

- Students engaged in discussion groups with a nice level of volume and caliber for comments and questions to each other.
- All groups working productively with teacher circulating among groups to check in, answer questions, and give feedback.
- As students finish vocabulary assignment, transitional activities and expectations are clearly understood and practiced.
- Accommodations are made for student without text; teacher sits to assist this student with task.
- During practice and work time on projects and presentations, all groups are working cooperatively and appeared to genuinely be enjoying their work.
- Teacher circulates to each group to be a "practice audience" for their presentation and to give input and praise.
- Lesson plan for these activities very well laid out and planned for a block schedule with a good balance of reading, writing, speaking, and listening skills.
- Both use of formative and summative assessment used; assessment rubric clear to students and kid-friendly. Teacher uses rubric during presentation for timely feedback to group.

- At the conclusion of the student presentations, teacher prompts group to think of questions or suggestions for the presenters before they share with younger children. Student offer suggestions such as pointing out possible distracting behaviors from the presenter (tapping the page with finger), making the font easier for audience to read (rather than fancy script). Teacher offers students constructive ways to accept suggestions, even if they disagree with the suggestion. This was a nice learning/teaching moment.
- At the conclusion of the class period, one last group offered a “sneak preview” of their presentation. This group chose to read their summary to the audience. Teacher reinforced with positive comments the idea of using a summary of a book as a preview.

Student engagement:

- Students are very engaged in positive learning experiences.
- All students work in groups as well as independently and appear comfortable with classroom discourse and expectations.
- Students appeared to enjoy the lesson.
- Engagement of students is student-initiated, facilitated and guided by the teacher.

Comments:

The instruction in this class is well planned and delivered. Teacher uses a variety of instructional and assessment strategies that are age-appropriate; both formative and summative assessment evident. Classroom setting appears appropriate for the activities presented for students and shows evidence of a student-supported learning environment. Areas are organized and obviously developed for student use. This is truly and obviously their classroom.

Recommendations:

1. The presentations are wonderful. Will the students have any self-assessment of their group to contribute? Making use of the rubric from their perspective also allows them that voice and opportunity for learning.
2. Teacher laptop on desk needs to be on and set for Jabber to receive possible emergency messages.
3. Students do use their laptops in here. Where are they stored? What are the guidelines for use? How do they know?

Teacher Signature: Paula Wan Date: 1/23/09

Director of Studies: Shelby Lane Date: 1/23/09

Cc: Division Director, Personnel file, Faculty