EDAD 632

Scripted Observation # 1

Jason Harmon

I watched the beginning, middle, and end of an 8th grade art lesson on drawing a human eye. The teacher was not only prepared, but he was extremely knowledgeable and engaging. I will briefly discuss how he used each part of domain 1 of Danielson’s *Enhancing Professional Practice: A Framework for Teaching* (2007) to plan and prepare for a successful lesson.

**1a: Demonstrating knowledge of content and pedagogy**

**“**A person cannot teach what he or she does not know (Danielson, p.44).” It was extremely evident that this art teacher was knowledgeable about the subject matter that he was teaching. He knew a ton of information about the human eye, and the exact problems that students might have while drawing it. He understood the prior knowledge students would need to have. The art teacher used an informal assessment prior to this lesson to have each student draw an eye. He then used what they already knew to help them learn more. As Danielson (p.45) states, “A teacher’s knowledge of content and pedagogy is also reflected in an awareness of common student misconceptions or likely sources of error-and how these should be handled.”

**1b: Demonstrating knowledge of students**

The teacher understood what 8th grade students need to know to be successful. This was demonstrated as he taught and corrected common misconceptions about the human eye, and helped them understand what it would take to make their drawing successful. It was evident that he understood the learning process, because the learning was sequential, and engaging. I didn’t get to see evidence of the teacher’s knowledge of the students’ cultural heritage, and he didn’t work with any students with special needs, but he was definitely aware of students’ prior knowledge. At one point he told the students that even doctors and lawyers without art training will often draw a human eye wrong, and he demonstrated what he meant.

**1c: Setting Instructional Outcomes**

At the beginning of the lesson the teacher was very clear as to their goals for the day. He knew what they would learn, and prepared them for that. The teachers outcomes were clear, balanced, and were preparing the students for future projects where they would demonstrate what they had learned.

**1d: Demonstrating knowledge of resources**

Although it is hard to see evidence of this domain through pure observation, there was evidence of the teacher’s knowledge and use of resources. The teacher effectively used the work of other artists and illustrators to teach about the human eye and show how other artists have portrayed it. Other than that, there was a lot of evidence that the teacher had studied the human eye a lot, and understood how to use the resources in the school, community, and internet to learn what to teach, and how to teach it.

**1e: Designing coherent instruction**

This was the component of domain 1 that was the most visible as I watched the teacher. The learning activities were definitely suitable to the learners, and engaged students in “high-level cognitive activity (Danielson, p. 60). The teacher had all of the instructional materials needed, and talked to the students about other options, such as new erasers that they would use in the near future. Lastly, the lesson unit and structure was clearly defined, and the activities were organized. The students had recently drawn and shaded tin cans, and after drawing the eyes they learned how to draw eyebrows and noses. The teacher was preparing them to draw a portrait, so they could demonstrate their learning.

**1f: Designing student assessments**

The teacher was continually assessing learning throughout the whole lesson. At each step in the process of drawing an eye he would go amongst the students to determine if they were actually achieving the instructional outcome of being able to draw a human eye. He must have planned what to say, and how to help encourage students along the way. The teacher was clear in what he was looking for. He also had a planned project for the formative assessment that would take place in the future. Not only did the teacher use assessment well, but it was obvious that he listened to his students. Up until the bell rang, the students were coming up to him, and receiving help and feedback.

It was obvious to me that this teacher understands the importance of planning and preparation. Although he isn’t a perfect teacher, he is very successful in demonstrating his mastery of Domain 1 of Danielson’s *Enhancing Professional Practice: A Framework for Teaching* (2007).

Danielson, C. (2007) *Enhancing professional practice: A framework for teaching.* Alexandria: VA: Association for Supervision and Curriculum Development.

EDAD 632 Supervision of Instruction

Scripted Observation #2

Jason Harmon

High School Spanish Class

I will analyze this observation based on Danielson’s (2007) *Enhancing Professional Practice: A Framework for Teaching.* This was a High School Spanish lesson on reading and translating from English to Spanish.

**Planning and Preparation:**

The teacher carefully arranged for learning as she guided students through a sequence of instructional activities (Danielson, 2007, p. 27). She understood, not only the content she was teaching, but also the way the students needed to learn it. She demonstrated her knowledge of the content by continually speaking in Spanish, and making sure her students could understand. It was clear that she understood her students, the level they were at, and what they didn’t know yet. She set the outcomes up early, and told the students that there are several ways to learn Spanish, but that they would be focusing on reading and translating in that specific lesson. I didn’t get to see evidence of formal assessment, but the teacher designed coherent instruction. She had a quick way to form groups, and used good resources that aided in the student learning. I could tell that the teacher had planned and prepared the lesson very well.

**The Classroom Environment:**

The classroom environment was very conducive for learning. The teacher spoke to the students with respect, and the students behaved respectfully (Danielson, 2007, p. 64) . It was evident that the teacher had created a culture of learning. The students were excited to be there, and there was an element of excitement in the students faces as to what they would learn that day, and how the lesson would unfold. Classroom procedures were also evident through the order and composure of the classroom. The room was neat, and had purposeful posters and words on the walls that aided the students in learning Spanish.

**Instruction:**

This teacher used enthusiasm as she communicated with students. She engaged students in learning with activities and questioning. Her questions got the group involved and helped her to assess where her students were at in their understanding of Spanish. I could tell that every student was engaged and excited to be in her classroom. It was fun to see how much Spanish they understood, and how much they were actually learning. I speak Spanish, so I could understand everything the teacher said, and I could tell that the students were being challenged, yet not put totally out of their comfort zones. One area that was hard to notice was her flexibility. I would have to observe more of the teachers lessons in order to assess how flexible she was. Most of her questions were great, but a few of them were too simple and looking for too specific of answers.

**Professional Responsibilities:**

This domain isn’t very apparent in what I observed. I can say with confidence that the teacher is growing and developing with confidence and showing professionalism. It isn’t easy for a gringo teacher, whose primary language is English to communicate in Spanish so consistently with white non-Hispanic students. This teacher has dominated the language, has a good accent, and speaks clearly.

My observation conclude that this teacher is proficient in Domains 1, 2, and 3 of Danielson’s *Enhancing Professional Practice: A Framework for Teaching* (2007). She had excellent planning and preparation, created an atmosphere for learning, and delivered systematic coherent instruction. Also, she was a very professional teacher. I would need to observe more to see where she might be distinguished.

Danielson, C. (2007) *Enhancing professional practice: A framework for teaching.* Alexandria: VA: Association for Supervision and Curriculum Development.

EDAD 632

Observation #3

Jason Harmon

High School Business Class

This feedback is in regards to the observation I made of one complete lesson in your accounting I class last week. Please know that I got a small glimpse of what happens in your classroom. As educators we all have room for improvement. I expect you to always do your best, and to strive to master each of the domains and components of Danielson’s Framework for teaching (Danielson, 2007). I will be referencing the framework as I give you feedback on what I observed, and suggestions of how to improve your teaching practice.

Domain 1: Planning and Preparation

As you taught I could definitely see evidence of your knowledge of accounting, and how to present it in a way that helps students to understand. I could tell that you know your students pretty well, and would encourage you to keep getting to know their cultures, interests, and special needs. I was excited to see that in your lesson plan you included instructional goals and outcomes that were organized, clear, and following the state content standards. Although the textbook is a good resource, I would love to see you use other resources more widely. There are a lot of good websites that can help students to understand accounting skills, and why they are important to understand. Real life examples are important. Your lesson was designed well, and ordered in such a way that it built upon previous knowledge, and helped students so they could have multiple opportunities to review difficult concepts. I wasn’t able to see your assessment design, but would like to see a copy of the final test for this unit.

Domain 2: The Classroom Environment

Considering the space you have, the classroom is organized well. It would be good to figure out how to monitor the students toward the back of the room better. They seem far out, and you only approached them once through the whole lesson. It was evident in the beginning of the lesson as you spoke with students, that they trust, respect, and admire you. Your students were also on task, and seemed to care about the lesson. Please evaluate your energy and passion, as this rubs off on the students. What can you do to make your classroom more upbeat and exciting? How can you help them apply what they are learning to their lives? There weren’t any behavioral problems, and that is good. Another suggestion I have is to find a fun way to help your classroom mirror what you want them to learn. Just by entering your room, would someone know you are passionate about business and accounting?

Domain 3: Instruction

This is the area where I think you could focus the most of your immediate attention. Your questions were mostly low-level questions looking for specific answers. Students did participate in your discussions, but make sure that most questions “elicit a thoughtful response” and are high-level questions. The engagement of students was high, but for high school students, I know you could make their learning more challenging, meaningful, and applicable to their lives. You did a great job of finding out where the students were at during their learning, and using that to inform your instruction. Lastly, I want you to keep working on your spontaneity as a teacher. It is easy to be up tight, but remember that it is ok to play off of students, and seize opportunities to enhance learning. If this is naturally hard for you, you could have some possible lesson options and extensions thought beforehand. Next time I would like to see this as a part of your lesson plan.

Domain 4: Professional Responsibilities

When you come in I would like to discuss with you how you felt about your teaching. The students were learning and working hard! I would also like you to bring in records that you keep, your phone logs, and discuss other ways you have been communicating with families. I am aware of your involvement with local charities, and your recent certification as a CPA. We are proud to have such a qualified teacher in our district. Keep striving to grow professionally, and keep participating in the community. A few teachers are retiring this year, and we will approach you with a few opportunities to serve within the school in leadership teams.

We value your input on how to make this school better, and hope you are having a wonderful experience here. Remember, these are just observations. You know where you are successful, and what you need to change. Please be thinking about these suggestions, and keep reflecting on your teaching. Come April we will sit down and you will present to me your professional growth plan.

Sincerely,

Mr. Harmon

EDAD 632

Observation #4

Jason Harmon

7th Grade Math Class

This feedback is in regards to the observation I made of your 7th grade math class. Please know that I got a small glimpse of what happens in your classroom. As educators we all have room for improvement. I expect you to always do your best, and to strive to master each of the domains and components of Danielson’s Framework for teaching (Danielson, 2007). I will be referencing the framework as I give you feedback on what I observed, and suggestions of how to improve your teaching practice. Remember, “by having clear standards of practice and descriptions of how those standards are manifested in various contexts, you are able to be increasingly thoughtful and reflective about your work” (p. 168).

Domain 1: Planning and Preparation

As you taught I could definitely see evidence of your knowledge of math, and how to present it in a way that helps students understand. I could tell that you know your students well, and would encourage you to keep getting to know their cultures, interests, and special needs. I was excited to see that in your lesson plan you included instructional goals and outcomes that were organized, clear, and following the state content standards. Remember to post these objectives so that students are aware of what they will learn each day. Although you are using your textbook as a resource to teach students, there are a lot of other good resources available to enhance student’s math skills. One you could look up is called the Kahn Academy. Your lesson was designed well, and ordered in such a way that it built upon previous knowledge, and helped students so they could have multiple opportunities to review difficult concepts. I wasn’t able to see your assessment design, but would like to see a copy of the final test for this unit. You did a wonderful job of using formative assessment to find out where students were in the learning process, and reviewing areas where students were still struggling.

Domain 2: The Classroom Environment

Considering the space you have, the classroom is organized well. The desks are accessible, and every student has the room they need to work. Your room is decorated in such a way as to enhance learning. According to Danielson (p. 28) it is important for student to know they are capable, and I liked how you pushed them, while still conveying confidence that they could meet the challenge. I enjoyed observing how well you managed student behavior. You ignored the girl who came in late on crutches, and you gave every student attention as you helped them with their work. You expect them to work hard, and focus. Your students were also on task, and seemed to care about the lesson. I really enjoyed the passion that you brought to the lesson. One question I have is how can you help your students apply what they are learning to their lives?

Domain 3: Instruction

This is an area where I think you did really well. Your questions were wonderful, and helped students to understand why they follow certain steps in math. For example you asked a girl, “How did you know you could flip it?” Students participated in your discussions, and I love how you made sure that your questions “elicit a thoughtful response” and are high-level questions. The engagement of students was high, especially for 7th grade student. Most of the students seemed to be at about the same place in their math skills, but what could you do for the more advanced students that seemed to be getting board to make the lessons more challenging, meaningful, and applicable to their lives? You did a great job of finding out where the students were at during their learning, and using that to inform your instruction. Lastly, I really appreciated the spontaneity you exhibited when the students obviously needed help understanding why it is so important to show all of their work, and you took the time to reteach this, and give clear examples of why it is important. Keep working on ways to engage students and strive to always make the learning relative to the student’s lives.

Domain 4: Professional Responsibilities

When you come in I would like to discuss with you how you felt about your teaching. The students were learning and working hard! I would also like you to bring in records that you keep, your phone logs, and discuss other ways you have been communicating with families. I am aware of your involvement with the math counts team, and your volunteer work with the community education students who are pursuing their GED and struggling with math. We are proud to have such a qualified teacher in our district who is willing to share their talents and knowledge with others. Keep striving to grow professionally, and keep participating in the community. A few teachers are retiring this year, and we will approach you with a few opportunities to serve within the school in leadership teams.

We value your input on how to make this school better, and hope you are having a wonderful experience here. Remember, these are just observations. You know where you are successful, and what you need to change. Please be thinking about these suggestions, and keep reflecting on your teaching. Come April we will sit down and you will present to me your professional growth plan.

Sincerely,

Mr. Harmon