

PELLA CHRISTIAN GRADE SCHOOL

Teacher Observation Form

Teacher: Mr. Collin Barnes

Date: Wednesday, September 25, 2013

Grade/Subject: 6A English

Time: 9:42 – 10:16 a.m.

Key: 3 = Great 2 = Good 1 = Needs Work - = Not applicable/observed

A. Preparation

- 3 Lesson plan indicates thoughtful ways to integrate faith with lesson objectives.
- 3 Lesson plan indicates a thorough knowledge of subject matter content.
- 2 Expectations from pre-observation were met (turned in 24 hours before observation, attached seating chart/class list and lesson materials).

Comment: Collin did an excellent job of preparing for the lesson, which included lesson objectives/goals, infusion of a Reformed perspective, evaluation/assessment tools and modifications. The pre-observation form was turned in 24 hours before the lesson, yet it did not include a seating chart/class list and lesson materials. See the pre-observation form for more details.

B. Instruction

- 3 Instruction is clear and logical.
- 2.5 Teacher uses motivational information to introduce the lesson.
- 3+ Teacher organizes instruction well.
- 2.5 Teacher relates content to students' experience.
- 3 Teacher provides for active student learning.
- 3 Teacher's directions and instructions are clear.
- 3 Pacing is appropriate.
- 3+ Instruction reflects content appropriate to a Christian school classroom.

Comment: Students spent the first 2:52 correcting the sentence on the board. This time was utilized very well. I notice that you are only using one of the blocks, which takes up about 1/8th of the screen. Could you zoom in a bit to have this box take up the entire screen? Students corrected until 7:40. **Is 7:40 appropriate for correcting sentences? What is your goal?** During minute 13, Mr. Barnes handed out a poem entitled, "Last Night I Dreamed of Chickens." **I love the quirky, fun ideas that Mr. Barnes incorporates into his lessons. Never lose this as you do this better than almost every teacher I have ever met.** During minute 17, students were turned loose with the prepositions on the poem. During minute 20, Mr. Barnes handed out a mad lib. I remember doing these on long car rides when I was younger. ☺ Students were given about 7 minutes to work on their mad libs. They began at 22:55. They ended at 30:50. Great job of estimating the 7 minutes of work! I observed some examples of relating the content to students' experience.

C. Management

- Guidelines for students' out-of-seat movements are clear.
- 3 Procedures for using in-room materials are clear.
- 3 Guidelines for classroom behavior are clear.
- 3 Teacher is alert to all activity in the room.
- 3 Teacher moves around the room.
- 3 Students are kept alert and on-task in varied and effective ways.
- 3 Teacher makes use of smooth transitions between activities.
- 3 Teacher reinforces positive behavior and stops negative behavior.
- 3 Teacher calls students by name.

Comment: Students entered quietly and knew the routine. In fact, students began working about 35 seconds before the bell rang! During the first 12 minutes, the students have been very quiet and respectful. It is obvious that Mr. Barnes has the respect of students. **How often are students able to get out of their seat? What is appropriate for 6th graders? What are some examples this year in which students have been out of their seat? How do 6th graders handle this?**

D. Classroom Climate

- 3 Classroom is visually attractive and reflects Christian values.
- 3 Student responses receive positive acceptance.
- 3+ Teacher demonstrates a positive sense of humor.
- 3+ Student ideas are elicited.
- 3 There is an atmosphere of warmth.
- 3 Learning tasks are worthwhile and meaningful.

Comment: During the first six minutes you could hear a pin drop in Mr. Barnes' class. There are pros and cons to this. Mr. Barnes' asked for feedback on the cleanup day. It seemed as though this service day went really well. **How did you feel about the day?** Mr. Barnes mixed up Brayden's name, and he covered it well. Good job! As Mr. Barnes walked around the room he said to Anna, "That is a very pink pen!" She loved that humor! Mr. Barnes walked around the room when students were working on mad libs. He helped Emerson remember the name of a bird, and she was excited for his help. Mr. Barnes laughed and said, "I feel like I should win something!" There were other humorous moments as well as students worked on their mad libs. **I love the classroom jokes about pigs as well. Keep playing on this with 6th graders.** © Students loved reading their mad libs, so Mr. Barnes' did a good job of celebrating student ideas!

E. Personal Style and Traits

- 3 Teacher helps discover and develop varied student gifts.
- 3 Teacher demonstrates appropriate measure of confidence.
- 2.5 Teacher demonstrates flexibility as needed.
- 3 Teacher makes appropriate use of voice volume and inflection.

3+ Teacher demonstrates the “fruit of the spirit” with students, peers, and parents.

Comment: It has been a joy to serve with Collin during the end of the 2012-2013 year and the beginning of this 2013-2014 year. I have a unique perspective throughout the hiring process, and I have no question that God has called Collin to serve at PCGS. It is important to me that he is constantly reminded of this, especially when parents put pressure on him for having too high of expectations for 6th graders. Collin continues to demonstrate flexibility throughout the difficult balance of high expectations as he gives grace to elementary students as they adjust to 6th grade. I especially enjoy the fact that Collin loves his subject matter and is an excellent teacher. It is a blessing to have Collin challenge students to develop their individual, God-given gifts in language arts for a life of service in God’s kingdom. Keep up the good work!

Questions for All Teachers During Post-Observation:

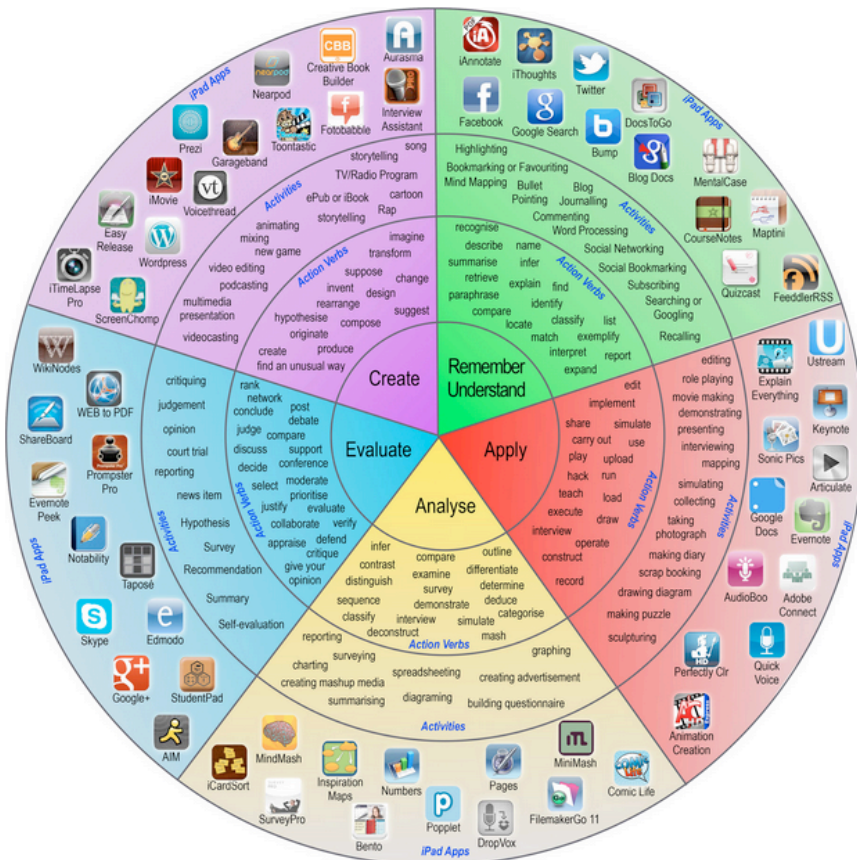
1. Which “essential questions” or lesson objectives did you want every student in your classroom to be able to answer at the end of your lesson?
2. What did you do if students could not answer your “essential questions” or fulfill the lesson objectives?

Your main question on the preobservation form was, “Do you see any unique opportunities where I can differentiate within this lesson?” During the lesson, I took general observation data about differentiating in sixth grade English.

Minute	General Observations about Differentiating in Sixth Grade English
1	Students began by correcting sentences on the board. Right away I noticed an opportunity for student choice. <i>What if you had a 6th grade sentence, a 9th grade sentence and a college sentence? Students could then <i>choose</i> which sentence to tackle. This would also allow students to maximize their time because if they finished the 6th grade sentence they could attempt at a harder one. I understand this may not be realistic.</i>
2	
3	
4	As I glance around the room, I see six hands in the air. What are some creative ideas on how you can get more hands in the air? (Ideas include a game where you took tallies for every row that has their hands in the air. Students could win nothing or something small.)
5	
6	
7	<i>It was very efficient for Mr. Barnes’ to call on students to correct the sentences. Could you switch it up every once in a while and have students line up to make corrections? Could you call on a specific row? Any other unique ideas to differentiate?</i>
8	
9	
10	<i>When discussing prepositions, all of the teaching was verbal. How could you reach the non-verbal learners?</i>

11	
12	
13	
14	
15	As I glanced around the room there is a range of 2-8 hands in the air as students went through the poem by Jack Prelusky. One way to differentiate is to include more wait time. I've read research on the benefits of moving from 3 to 7 seconds of wait time after asking a question. What are your honest thoughts about the value of being efficient vs. wait time?
16	
17	
18	
19	All students loved reading out loud when going through the lesson. Great job of incorporating this technique to engage different learners.
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	The mad libs were excellent ways to differentiate. I am noticing that some students are finishing before others. Do you have any unique ways to maximize these few minutes to differentiate for the fast workers?
30	
31	
32	
33	
34	
35	
36	
	Which observations were affirming for your differentiation during the lesson? Which observations were most interesting during the lesson?

Which levels of Bloom's taxonomy were addressed in this lesson?



Observer signature: _____

Teacher signature: _____