



FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: Anna Hueging DATE: Oct 26
 COOPERATING TEACHER: Rosanne Massinon
 SCHOOL: Carmar Collegiate GRADE/SUBJECT: Gr. 12 Biology

Use the space below to describe the student teacher's performance and make recommendations. If the class involves a lesson, the following may be noted: learners, outcomes, activating strategies, acquiring strategies, applying strategies, assessment strategies, and management strategies. If the class does not involve a regular lesson, note how this class fits in the larger plan, how the student teacher is facilitating achievement of outcomes during this class, and how organizational, management, and other skills are being demonstrated.

Outcomes Learners
 ~25 Gr. 12 students (at times can be chatty)
 - generally take directions well

Outcomes
 S4-2-01 → Outline significant contributions + discoveries that led to our understanding of the structure and function of the DNA molecule

Activating
 Question of the Day → good review of prior knowledge
 Suggest: call out specific students to answer (this can be touchy-careful)
 Ask them to explain specific things [Michael - explain double helix]

Acquiring
 DNA extraction lab → good background info
 * establish groups before hand [good to have them work at tables]
 - good circulating Working on Timeline

Applying
 Answering lab questions > Great hands-on activities
 Make DNA model
 * Be aware of who is/isn't engaged

Assessment
 Questioning strategies throughout the lesson - good ✓
 Lab Questions for marks
 Accuracy in DNA diagram for

Management
 * ~~Remind lead students about being mature~~ - Good to have separate columns go up at one (try not to give too much attention)
 * Remind lead students about being mature - no need to shout/run, etc.
 - good job at reminding students to work on questions
 * talk about lesson sequence throughout (tell them what to do after the lab before) * where/how to clean up after lab?
 * tell them how much time they have for a certain activity

Overall:
 - Well-done
 - well-prepared
 A lot of activities to engage a variety of learners

White Copy - Student Teacher
 Yellow Copy - Field Experience Office
 Pink Copy - Cooperating Teacher

Student: Anna Hueging

Faculty Advisor/Cooperating Teacher: Rosanne



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FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: Anna Hueging **DATE:** November 1, 2011
COOPERATING TEACHER: Rosanne Massinon
SCHOOL: Carman Collegiate **GRADE/SUBJECT:** Grade 11 Biology

Use the space below to describe the student teacher's performance and make recommendations. If the class involves a lesson, the following may be noted: learners, outcomes, activating strategies, acquiring strategies, applying strategies, assessment strategies, and management strategies. If the class does not involve a regular lesson, note how this class fits in the larger plan, how the student teacher is facilitating achievement of outcomes during this class, and how organizational, management, and other skills are being demonstrated

Anna has been observing and assisting in a challenging grade 11 Biology class of 27 students, one of whom has an assistant. This introductory lesson to a unit entitled "Circulatory Project" began with an overview of the week's work on the project wherein the students will meet curricular outcomes related to investigation of a disease and personal lifestyle choice causes, analysis of data collection, identification of patterns in the data, and communication of information to their audience. An oral, whole-class activity focused students' attention on a five-minute video about arteriosclerosis, provided as an example of a disease, followed by a brief discussion of their information which they were to have jotted down on a "What I Learned" worksheet. During this interaction, Anna had to deal with several disruptions ranging from student chatter and costume displays to staff/executive interruption for spirit week prizes. In our de-briefing conversation, we talked about more effective ways of managing this portion of the lesson so that Anna would have more of the class's attention. Elevated voice level with clearer enunciation, a firmer approach with the attention-seekers, more efficient use of the video and worksheet, and more direct but fewer questions from her would provide a better learning opportunity. She brought students back on task by reviewing with them a well-designed "Awareness Presentation" handout, emphasizing the project choices available; responding to questions, especially about assessment; identifying members of each group; and allowing time within the groups for organization of the work. Before moving to computer work, Anna gave clear directions on time limits for this class and her expectations for what needed to be done for the next day. Both visual and verbal ways of learning were involved during this time.

The students were then given the opportunity to work in their groups in the computer lab with Anna moving around the room, assisting with information gathering, reminders about citing sources, and keeping an eye on group productivity. She was able to assess students' progress, always turning the responsibility back to the student but being ready to help with the information they were gathering. Later, Anna talked about her satisfaction at seeing how well the students worked in the lab both independently and helping each other when necessary. She kept students aware of the time they had on the computer and provided for a few minutes back in the classroom for closure: reminders of the expectation regarding homework and the homework check that would happen next class. Assessment would include the check, the presentation, and Anna's daily observations of group work.

Throughout the lesson, Anna maintained a calm manner and kept the lesson moving forward. Her obvious command of the content of the biology curriculum and extensive knowledge about using technology for information are a model for students to follow. They recognize that she knows what she is talking about and do not hesitate to ask for help. In her words of address to the students, Anna needs to be more aware of using "grade 11's" or just "you" instead of the slangy, exclusive "you guys". Disruptions or distractions that affect everyone's learning opportunities need effective attention, particularly in a class where management is more of a challenge.

In reflecting on the lesson, Anna liked the organization of the unit, the video used as an example, the students' effective use of lab time. She talked about being aware of a diversity of abilities from one class to another. Despite the challenges, Anna did a good job with this well-planned lesson!

Signatures: Student: Anna Hueging Cooperating Teacher/Faculty Supervisor: Rosanne Massinon



FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: Anna Hueging DATE: Nov. 8

SCHOOL: Carman Collegiate GRADE/SUBJECT: Gr. 9 Science

COOPERATING TEACHER(S): Rosanne Massinon

Describe the student teacher's performance and make recommendations. The following may be noted: learners, outcomes, activating strategies, acquiring strategies, applying strategies, assessment strategies, and management strategies.

Learners - 27 Gr. 9 students (high level) chatty, but conscientious of their work

Outcome SI-2-12 → Differentiate b/t physical + chemical changes

Activating Question of the day followed by short video + discussion → excellent way to get them thinking about "indicators"

Acquiring Direct instruction (Notes) [good, short brief / good size of font] [good elaboration of points] → [good knowledge of subject matter] ~~Good~~ Good use of video + worksheet to give info in a different way.

Applying "What Am I" Lab → Good hands-on Activity

Assessment Formative (worksheet) ✓ Summative (lab evaluation @s) ✓
"Which is It" → Good Self-Assessment

Management
- Good knowing students names (very good use of names when facilitating discussion) - Excellent organization of lab - Good circulation
- Extremely well organized lesson (lesson plan, agenda for students)
- Good reminding them to be quiet - good explanation of lab + making of groups
- When going through questions together maybe ask different students

White Copy - Student Teacher
Yellow Copy - Field Experience Office
Pink Copy - Cooperating Teacher

Student: Anna Hueging

Cooperating Teacher: Rosanne Massinon

Faculty Supervisor: _____



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FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: Anna Hueging

DATE: November 9, 2011

COOPERATING TEACHER: Rosanne Massinon

SCHOOL: Carman Collegiate

GRADE/SUBJECT: Grade 9 Science

Use the space below to describe the student teacher's performance and make recommendations. If the class involves a lesson, the following may be noted: learners, outcomes, activating strategies, acquiring strategies, applying strategies, assessment strategies, and management strategies. If the class does not involve a regular lesson, note how this class fits in the larger plan, how the student teacher is facilitating achievement of outcomes during this class, and how organizational, management, and other skills are being demonstrated

Anna has been working with a grade 9 Science class of 27 students, most of whom are conscientious and motivated to do well. Within this unit on understanding the properties of substances, today's lesson outcomes are a thorough review for a test and an experiment to determine indicators of chemical change. Anna first reminded them about handing in the lab from the previous lesson and moved on to a quick whole-class activity focusing students' attention on a question on the white board about the indicators of chemical change, an introduction to the test review. Responses to the question were somewhat hard to hear but Anna did a good job of repeating what was said, reminding students to listen, and moving on quickly to the next activity. In our de-briefing conversation, we talked about the continuing challenge of ways to avoid talking over their voices, striking a balance in strategies between gentleness and anger! Preparation for the test included a list of the test questions, a review of a previous worksheet, a check on what should be in their notes, and a Bingo game. Anna's excellent preparation of visual reminders, clear directions, and a two-sided sheet for Bingo indicates her strength in planning and organization. During the teacher-directed activities, Anna's voice was louder with these learners and she walked around the class more as she talked. Friendly competition, a prize, and a skill-testing question kept students engaged in the Bingo game. We agreed that students are going to need to hear the definitions more than once; therefore, it is advisable to say they will be repeated once or twice. Students will know they do have to listen. Before moving to the lab portion of the lesson, Anna gave clear directions on safety measures, procedures for efficiency, and table groupings with students numbering themselves for tasks. She stressed the necessary orderliness in doing the lab together and following her direction on recording observations for this formal lab report.

The students were then given the opportunity to acquire more knowledge about chemical and physical changes as they worked through the steps in the lab. Anna gave specific directions, moved from group to group, and asked questions about what they were seeing. Her responses to their questions indicated her thorough knowledge of the subject matter. She was able to assess students' progress, always turning the responsibility back to the student ("Are you sure it didn't turn black?") but being ready to help with the information they were gathering and cautioning them about safety procedures: (You're not supposed to smell things unless I give you permission!). Later, Anna talked about her quick adaptation of her plan for the apparatus, knowing the change would work more smoothly. She kept moving forward efficiently with the steps of the lab, gave clear directions for clean-up, and provided for a few minutes for lab group completion of the booklet questions. Anna's expectation for their handing in the booklet and reminders about the test provided closure to the lesson. Assessment would include the lab report, the test results, and Anna's daily observations.

Throughout the lesson, Anna's manner was encouraging and positive. She dealt calmly with an overly talkative student, who apologized after several cautions, and a brief hand-wrestling episode, without disruption to the rest of the class. Transitions during the lesson were smooth and well-organized with no time wasted. Anna is working hard to address students as "grade 9's" and still needs to find ways to avoid trying to talk over their chatter.

The curiosity of the students, excitement as they reviewed during Bingo, the well-planned steps of the lab, and the quieter class time to complete the questions are all indicators of a very productive lesson. Good work, Anna!

Signatures: Student: *Anna Hueging*

Cooperating Teacher/Faculty Supervisor: *Rosanne Massinon*