



**BRANDON  
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**FORM #1: CLASSROOM OBSERVATION REPORT**

STUDENT: ANNA HUEGING	DATE: APRIL 18, 2012
SCHOOL: LANDMARK COLLEGIATE	GRADE/SUBJECT: CHEMISTRY II
COOPERATING TEACHER(S): ANNE REIMER	

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.

It has been a pleasure to work with Anna this semester. I have found her to be friendly and enthusiastic, eager to learn and to develop her skills as she prepares to become a teacher. She took the opportunity in our school to be part of a variety of classes and a variety of ages, thereby broadening her perspective both in the ways teachers conducted their classes and interacted with their students and in the ways that students learned and responded to their teachers.

In my class, Anna taught the Chemical Reactions unit. I took note of many points of promising practice during the first few weeks of observation:

- She provided students with a unit overview and assessment plan right at the beginning. They knew the general topics they would be covering (even though most of the vocabulary was unfamiliar to them), that they would have two tests, five assignments to add to a portfolio, and a portfolio review. Students were consistently reminded of these as the unit progressed so that they could be working towards them in a timely manner.
- She used several strategies to get to know the students early, and worked on building relationships with them throughout. Her sense of humour was appreciated.
- The classroom is equipped with Smart Podium technology and the class has a wiki which facilitates some of the teacher/student conversation. Although some of the technology was unfamiliar to Anna, she learned it quickly and began to use it as a regular feature of her instruction.
- She employed a variety of strategies to engage the students in learning, including different games and activities, questioning strategies, and options for demonstrating understanding.
- She was reflective of her practice, recognizing when things went well, when they didn't, and thinking about what some of the contributing factors had been. For example, she noticed early on that the class was hard to call to order right after lunch, so she started having some opening activities posted for them to do as soon as they came in. This quickly moved them into a different mental space and they could settle into the lesson more easily after that. On other occasions she realized that the students were confused about how she was working through an example, so she backtracked with more deliberate scaffolding in place.
- She made a point of being available to students for one-on-one help, whether it was during the class work time, or outside of the regular school schedule. Students appreciated the extra help.

We also discussed several areas she will want to focus on as she continues to hone her skill as a teacher:

- In science, in particularly chemistry and physics, the use of precise terminology and methodology is crucial. For example, atoms and molecules are different. Using the terms interchangeably was a source of confusion for many students.
- Anna spent a lot of time in her planning, thinking about how she would present the material and how students might receive it. She realized soon that her expectations of student interaction were often too narrowly defined, that there would always be students who weren't catching on, and others who were getting bored. While being able to read students is a skill that will develop with practice, I encourage her to be deliberate in thinking about how she accommodate varying learning styles, so that she can both challenge and support the individual learner.
- This particular unit was mathematically heavy and as such it required a fair bit of direct instruction and procedural practice. I encourage Anna to think how she can balance units like this with others that involve a lot more "doing" science.

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

Student: Anna Hueging

Cooperating Teacher: Anne Reimer

Faculty Supervisor: John D. Jones



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### FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: ANNA HUEGING DATE: APRIL 23 2012  
SCHOOL: LANDMARK COLLEGIATE GRADE/SUBJECT: CHEMISTRY 11  
COOPERATING TEACHER(S): ANNE REIMER

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.

Anna shows promise as a teacher. She is enthusiastic and willing to learn, and I believe that through reflection on her experiences during her practicum, she has developed a fairly good sense of what kind of teacher she wants to be.

In the latter half of her practicum, Anna focused on the stoichiometry unit of the Chemical Reactions cluster. It is probably the most math-intensive part of the grade 11 chemistry curriculum, but she looked for different ways of helping students understand the material.

- She prepared support material for students so that they could concentrate on mastering the skills rather than copying notes. For example, she put together a booklet of stoichiometry problems that included space for worked examples they went through as a class, followed by different sorts of questions the students could practice with.
- She presented alternative ways of thinking about problems so that students could find a method that made sense to them. For example, when thinking about ratios in stoichiometry, she showed them how they could rewrite a chemical equation using equivalent coefficients, or how to use a mathematical calculation to determine the unknown quantities.
- She used innovative reviewing and questioning techniques that got the students out of their seats and moving around.
- She made a habit of checking for understanding. She often used the phrase "does that make sense?", but would not always accept an affirmative answer at face value. She would use follow-up questions to verify that a student could also answer the question "why?" as a way of supporting the solution given.
- She used a portfolio approach to unit assessment in which students could demonstrate their understanding of the concepts in different ways. Students presented and discussed their portfolios with her in individual interviews at the end of her practicum.

I encourage Anna to continue to strive for excellence, and offer these suggestions as points of further reflection:

- You have already realized that teaching is much more than delivery of content. In a technical subject such as chemistry, it is easy to get lost in the sheer amount of information and the need to master the mathematical calculations involved. Yet precisely because of that, it becomes so important that students develop a deep conceptual sense of what is going on **before** they can make sense of all the information coming their way. So I encourage you to continue looking for ways to help them to visualize, to connect to something they already know, to develop logic before procedure, to build towards a summary chart rather than backwards from it – all as a way of helping students make sense of the information in a way that is meaningful to them. That way they have a better chance of owning the learning.
- You worked hard at creating a positive classroom climate. There were a few occasions where individual students presented a challenge and you tried to deal with them as best you could, even though you weren't always sure of what to do. Be assured that as you gain experience, you will become much more confident and you will gain expertise in rising to these challenges. In particular, you will become more adept at creating flexible learning environments where increased student engagement will supplant classroom management issues.
- Continue to think creatively about your lesson plans and structures. I was very impressed by some of the activities and projects you undertook with the students, and I think they appreciated the opportunities to demonstrate their learning in a variety of ways. Outside the box is sometimes a pretty good place to be when it comes to teaching chemistry!

White Copy – Student Teacher  
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Student: Anna Hueging

Cooperating Teacher: Anne Reimer

Faculty Supervisor: John G.

FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: Anna Hueging DATE: March 21, 2012  
 COOPERATING TEACHER: Ann Reimer  
 SCHOOL: LCI GRADE/SUBJECT: Gr. 11 Chemistry



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.

Management Assessment Applying Activating Acquiring Outcomes Learners

14 students - Gr. 11 Chemistry One student struggles with Math, however, she receives some peer assistance and one-on-one help from Anna. \* Worked quite independently.

① Students should be able to describe what a mole is and give its importance to measurement in chemistry.

② Students should also be able to calculate mass of various substances.

\* Activation consisted of a mini-quiz review. This first go around of the 'snowball' activity went well but probably took more time than you expected. A unique, non-traditional approach. Good for you!

Notes on what a mole is. Good examples of that represent Cpe numbers. I like the combination of PP and white board. The visual representation is extremely important.

Conversions betw. no. of particles + 1 mole.

I like the stress you placed on following/using the full formula. I can see why it is absolutely essential to use the

Hand-in of snowball activity + worksheet. a calculator

I would agree with your assessment of this class. They did work on task for the most part. By the end of the class, you had the majority working confidently.

Anna did up an excellent lesson plan. She was prepared, with hand outs ready. Managed to handle slight mistake: apologized and corrected info. Non-pressured. The on-going challenge, as always, is to determine when a concept is being grasped, so that you can move on.

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Student: Anna Hueging

Faculty Advisor/Cooperating Teacher: John Unger



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**FORM #1: CLASSROOM OBSERVATION REPORT**

STUDENT: Anna Hueging DATE: April 03, 2012  
COOPERATING TEACHER: Ann Reimer  
SCHOOL: LCI GRADE/SUBJECT: Gr. 11 Chemistry

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.

Management Assessment Applying Acquiring Activating Outcomes Learners

Today's class is the same group of students as March 21st. Anna began with a review of test expectations for Thursday. Nicely done. (A good touch of humour relating to my presence in the classroom.) Excellent questions from the students. They were helpful in that it gave you direction as to how and what to cover in your review. I must commend you on the excellent review sheets that you prepared. Students will have no excuse not to be prepared (I've learned a lot today.) One of the ongoing challenges for all teachers is to help all students. Unfortunately, not all students progress at the same pace. You did your best to deal with this very real situation. It would appear to me that you have good rapport with the students. There are no challenges to your authority. For the most part, students worked on-task. Basically, productively. I like the survey question (scale of 1-10.) I also like the 'change of pace' activity on the white board. Hands on & visual. Good opportunity to check students' understanding of concepts.

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Yellow Copy - Field Experience Office  
Pink Copy - Cooperating Teacher

Student: Anna Hueging  
Faculty Advisor/Cooperating Teacher: John Unger