

ACT
Process 2.9A Observing My Cooperating Teacher

WHAT ARE YOU LOOKING FOR WHEN YOU OBSERVE A TEACHER?

1. How the teacher manages the classroom:
 - Physical organization of classroom
 - Pacing of lesson
 - Beginning and ending of lesson
 - Monitoring of students
 - Traffic flow of classroom
 - Routines and procedures used
 - Structure of lesson
2. Which instructional strategies are used during the lesson:
 - Instructional practices used—Lecture? Cooperative? Combination?
 - Teaching materials and audiovisual
 - Technology use incorporated into lesson
3. How the classroom environment is organized and executed:
 - Teacher's "style"—How would you describe it?
 - Interactions with students
 - Engagement of students with diverse needs
 - Positive reinforcement
 - Disruptions—How are they handled?
4. How the lesson was planned as part of a larger curriculum:
 - The lesson plan—Was there one?
 - The plan as part of a unit—How does this fit into the bigger picture?
 - Curriculum objectives for learning—Clear?
5. How the lesson was assessed for learning:
 - Formal assessment
 - Informal assessment
6. How will you document your observations? Select one or more.
 - a. Taking notes and responding to the questions listed above.
 - b. Drawing a diagram of the classroom and noting interactions on paper.
 - c. Audiotaping the lesson and responding to tape and comparing to notes taken.
 - d. Writing a general summary in your journal.

ACT
Process 2.9B Observing My Cooperating Teacher

Teacher: _____ Subject: _____ Time: _____

Teacher #2 (if co-teaching): _____

1. **Classroom management/routines.** How is the classroom organized? *Sketch a classroom setup and attach to this observation.* Do any special features of classroom management/teacher routines stand out for you? Passing out papers? Attendance? and so on. What special materials are in the classroom? Computers? Student areas? Mailboxes? Posters?
2. **Class start.** How does the class begin? Housekeeping activities? Calendar? What else? How long does this take? Time _____.
3. **Lesson purpose/objective.** Exactly how does the lesson begin? What is the transition between starting rituals and the content of the lesson. How are directions and overall objectives/goals of lesson shared with students?
4. **Procedure for lesson.** What is the sequence of activities in the lesson? List each type of activity/task here with time taken to complete each one.

<i>Type of Activity (lecture, group work, etc.)</i>	<i>Time Spent</i>

5. **Teaching for understanding.** How does the teacher know if the students understand what she or he is teaching? Does the teacher use any assessment instruments to evaluate student progress? List them.

6. **Effectiveness of lesson for diverse learners.** What was the most effective part of the lesson in your opinion? Were there any special materials used? Was technology used? Audiovisuals? Props? How did these assist diverse learners?

7. **Behavior management.** How did the teacher handle any disruptive students? Students who were not listening?

8. **Closure of a lesson/class period.** How does the lesson end? Does the class period end when the lesson ends? If not, what happens between the lesson ending and the period ending?

9. **Students' reaction to the lesson.** What did you observe generally? Were all students listening? Learning? What evidence do you have for this impression? If you asked a student what the purpose of this lesson was, what would he or she say?

10. **Modifications of the lesson.** If you were asked to teach this same lesson, what would you do? Add? Delete? Use other materials? How would these changes enhance student learning?

What is your overall impression of the lesson?

Questions for the cooperating teacher(s). What would you like to know more about?

ACT
Process 2.9C Observing My Cooperating Teacher
to Create a Lesson Plan

Fill in the lesson plan with words and phrases that "create" the cooperating teacher's lesson plan.

Talk with the cooperating teacher after the lesson observation to compare and share what you observed.

Subject: _____ Date: _____

OBJECTIVES

1. _____
2. _____
3. _____

Key Vocabulary

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Key Questions

1. _____
2. _____
3. _____

Materials/Resources/Technology

Procedure (Beginning, Middle, Closing)

Assessment

Classroom Management Notes/Lesson Modifications

Homework/Follow-up/Enrichment

**ACT
Process 2.9D Observing My Cooperating Teacher to
Document the Lesson Plan**

Observe the cooperating teacher. Write the lesson plan you think the cooperating teacher used to teach this lesson. Meet with the cooperating teacher after the lesson and compare your observations and impressions with what the teacher intended to teach.

LESSON PLAN

1. Purpose of the lesson

Why is the teacher teaching this lesson?

2. Goals and expected learning objectives

What is the teacher expecting to achieve in this class period? Key questions? Key vocabulary?

3. State curriculum frameworks/school curriculum focus areas

How does the teacher's plan relate to other curriculum standards?

4. Materials and technology

What does the teacher use to promote interest and student learning?

5. Procedure/activities for the lesson

How does the teacher organize his or her time to meet the objectives? What did the teacher plan for the students who finished early?

6. Assessments/evaluation of student learning

What did the teacher use informally or formally to measure whether students learned? What modifications were made for diverse learners?

7. Homework/enrichment

What is required or encouraged?