



13th & Bern Streets
Reading, PA 19612-5234
Education Dept. Office 610.921.7790

INTERN OBSERVATION EVALUATION

Visit _____ Observation X

Education Department

College Supervisor **Dr. Cheryl W. Yocum**

Student Teacher: **Richard Say**

Date/Time: **March 4, 2009, 8:28-9:08**

School District & School: **Muhlenberg School District, Muhlenberg Middle School**

Cooperating Teacher: **Mr. Brian Kopetsky**

Planning/Preparation—Classroom Environment—Instructional Delivery—Professionalism

Planning/Preparation—Key elements of the establishment and implementation of effective planning and preparation skills are successfully implemented. Components are listed below:

- **Demonstrating Knowledge of Content Pedagogy**—the teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Instructional practices reflect current pedagogical knowledge.
- **Demonstrating Knowledge of Students**—planning for instruction includes the knowledge of students' backgrounds, skills, and interests.
- **Selecting Instructional Goals**—the teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.
- **Demonstrating Knowledge of Resources**—the teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.
- **Designing Coherent Instruction**—Elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.
- **Assessing Student Learning**—The teacher's plan for student assessment is aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

Evaluation of Today's Experience:

After greeting the class, you first reviewed main points from yesterday's lesson: the three purposes of a congressman. You announced that today would be an opportunity to write to their congressman about an issue with which they were concerned. You directed them to write concisely and also wrote those directions on the whiteboard, showed them an example of a letter in their packets, and focused them solely on the content of their message. You gave them ten minutes to brainstorm and talk to each other about content and walked around to check and help them. Using the newly installed Promethean board, you displayed Congressman Tim Holden's website and suggested several topics related to issues Holden is promoting. You made a

connection with writing/English by instructing them a little on writing a business letter and polite forms of address.

Students were then given time to write their letters, and you circulated to assist those who had questions. Students finished the letters rather quickly, and you collected them, saying, “I’m looking at these letters and they are great.” You read three of the letters aloud, commenting, “This is great; this is what it’s all about—expressing your views to your congressman.”

You had prepared the students well the previous day by previewing the letter and brainstorming topics, and the lesson flowed seamlessly. This was a well-structured, logically sequential lesson plan and smooth execution with the end product being an authentic writing experience that will yield feedback from the congressmen and positive reinforcement for the students. You incorporated technology to show a congressional website. One of the main purposes of education is to prepare students to perpetuate our democracy, and your lesson plan today was a positive step in that direction.

Post-Observation Conference:

Discussed lesson in detail and other possibilities with this lesson; discussed what you did the previous day to prepare for this. Discussed parent phone call.

Next Scheduled Observation: Thursday, March 12, 2009 7:45 a.m. Final evaluation, first placement

(Signature of College Supervisor)

(Date)

Journal/Diary: Reviewed--OK

Time Sheets: Up-to-date

Lesson Plans: Reviewed----OK

Unit: The legislative branch—finished teaching

Child Study: NA

Samples of Students’ Work: Observed as the students were working. Heard three final products read aloud.

Student Teacher Comments: Based on what you read at the end of the period (three sample students’ letters), you felt that the lesson objective was met.

Cooperating Teacher Comments:

