

## Teacher/Classroom Responsibilities

Teacher: J.J. Penfield	
Building: Rolling Ridge	
Observer: Mrs. Zajac	
Date: December 10, 2009	
Subject: Computer Social Studies	
Conference Requested	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<b>Observed class:</b>
<input checked="" type="checkbox"/> Opening
<input type="checkbox"/> In progress
<input type="checkbox"/> Closure

Domain 1: Planning and Preparation:	Meeting Responsibilities	N/A	Area of Concern
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>			
<ul style="list-style-type: none"> <li>• Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.</li> </ul>	<b>X</b>		
<b>1b: Demonstrating Knowledge of Students</b>			
<ul style="list-style-type: none"> <li>• Differentiates instruction based on students' needs and learning styles.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Demonstrates teaching techniques that are developmentally appropriate.</li> </ul>	<b>X</b>		
<b>1c: Selecting Instructional Goals</b>			
<ul style="list-style-type: none"> <li>• Lesson plans include learning PA Standards or Eligible Content.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Lesson plans are readily available during classroom visits.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Goals and lessons reflect student learning.</li> </ul>	<b>X</b>		
<b>1d: Demonstrating Knowledge of Resources</b>			
<ul style="list-style-type: none"> <li>• Agenda Books are being used by students and checked for use by the teacher in appropriate grades.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Uses a variety of resources provided by the district.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Accesses resources provided by the community or outside organizations such as guest speakers, field trips, and assemblies.</li> </ul>	<b>X</b>		
<b>1e: Designing Coherent Instruction</b>			
<ul style="list-style-type: none"> <li>• Learning activities are relevant to the lesson's goals.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Instruction allows for varied pathways according to students' needs.</li> </ul>	<b>X</b>		
<b>1f: Assessing Student Learning</b>			
<ul style="list-style-type: none"> <li>• Criteria and standards have been clearly communicated to the students.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Assessment techniques are varied.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Teacher checks for understanding before moving to a new concept or teaching additional material.</li> </ul>	<b>X</b>		

### Comments

Upon entering, the students were logged into the computer. The students were very excited to use the computers for the first time this year. Mrs. Penfield created a handout to the guide the students through this activity.

The students were directed to type in the website on the top of the browser. Mrs. Penfield used her own website called Penfield Pride. Nice catch.

The students were calm once the activity packet was distributed. Proper internet use was emphasized at the beginning of class. The students followed the instructions to raise their hand for help at the computer. It can be difficult to manage individual students during a computer instructed activity. You did this very well.

Mrs. Penfield uses resources provided from the district. She has access to the computer lab as well as the Smart Board.

The computer and website is the anticipatory set for this activity. Students are motivated to learn about new topics such as Marco Polo when they are involved.

The students were directed to read passages from the webpage and look for answers to questions. They were to record their answers in their packets.

Great idea to give the students the chance to use the computers for this activity. I can tell you put a great deal of time into this project.

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### Comments:

Domain 2: Classroom Environment:	Meeting Responsibilities	N/A	Area of Concern
<b>2a: Creating an Environment of Respect and Rapport</b>			
• Teacher demonstrates respect for students.	X		
• Students are re-directed with respect and without sarcasm.	X		
• Students are given encouragement and support when they are struggling with a concept.	X		
• Positive comments made to students outnumber negative ones.	X		
• Students demonstrate respect for the teacher.	X		
• Students demonstrate respect for each other as students and individuals.	X		
<b>2b: Establishing a Culture for Learning</b>			
• Students are actively participating.	X		
• There is less teacher work than student work.	X		
• There is a good deal of interaction between teacher and students as well among students.		X	
<b>2c: Managing Classroom Procedures</b>			
• Members of groups are productively engaged and take responsibility for productivity.	X		
• Lesson transitions are seamless.	X		
• Routine classroom procedures are performed by students with few or no prompts or reminders.	X		
• The performance of non-instructional duties takes place without little or no loss of instructional time.	X		
<b>2d: Managing Student Behavior</b>			
• Classroom standards of behavior are clear and practiced by students.	X		
• Teacher model expected behaviors and gives students ample opportunities to practice them.	X		
• Teacher redirects inappropriate behavior respectfully and without sarcasm.	X		
• Teacher offers support and encouragement when appropriate and always with the students' individual needs in mind.	X		
<b>2e: Organizing Physical Space</b>			
• The classroom is safe.	X		
• Furniture is arranged to suit the activities of the day.	X		
• Student work is displayed.	X		
• Resources, materials and technology accessible to all students.	X		

Due to the nature of this activity, all students are actively engaged in this activity.

Students were redirected appropriately without sarcasm.

One particular student was redirected to use a reference appropriately. The student quickly returned to his task.

It is a good idea to have a mid-teaching checkpoint to check for student progress. This would guide students that may be stuck, or it could answer a few questions from the other students.

One way to do this is to pause and have the student place their hands on their heads and share an answer to one of the questions that they completed.



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Comments:

Domain 3: Instruction:	Meeting Responsibilities	N/A	Area of Concern
<b>3a: Communicating Clearly and Accurately</b>			
• Directives are clear to students and reflect the teacher's anticipation of any misunderstanding.	X		
• Assignments are clearly and prominently posted.	X		
• Teacher written and spoken language is well chosen and enriches the lesson.	X		
• Teacher models/demonstrates what students are expected to do and/or accomplish during a lesson before letting students work independently.	X		
<b>3b: Using Questioning and Discussion Techniques</b>			
• Questions are high quality. Many require students to use higher order thinking skills.		X	
• Classroom interaction represents true discussion.		X	
• All students are engaged in classroom discussions.		X	
<b>3c: Engaging Students in Learning</b>			
• Content links with students' knowledge and experience.	X		
• Students are cognitively engaged in activities and assignments.	X		
• An anticipatory set immediately involved your students in the day's lesson/activities.	X		
• Instructional materials and resources are suitable to the instructional goals and engage students.	X		
• Activities are clearly defined around the structure of the lesson.	X		
• Pacing of the lesson is appropriate for the needs of all students.	X		
• At the end of the period, students were involved in drawing conclusions and summarizing the main points of the lesson.	X		
<b>3d: Providing Feedback to Students</b>			
• High quality feedback is given and provisions are made for students to use the feedback in their learning.	X		
• Feedback is made in a timely manner so students can make prompt use of it in their learning.	X		
<b>3e: Demonstrating Flexibility and Responsiveness</b>			
• Teacher smoothly makes any necessary adjustment to the lesson.	X		
• Teacher successfully accommodates questions and seizes opportunities to enhance learning.	X		
• Teacher has an extensive repertoire of strategies for effectively helping students who need help.	X		
• Teacher seeks additional resources for the school that are necessary for meeting the learning needs of his/her students.	X		

The students were directed to work independently once they accessed the website. Will there be a follow up discussion on the questions presented? Students could share their findings during a discussion.

Mrs. Penfield moved around the room and made encouraging comments to the children.

Great job. The students really liked this activity.

The students were very much involved in this scavenger hunt. More motivation! The students could take a test on their favorite explorer.

## Professional Responsibilities

Domain 4: Professional Responsibilities	Meeting Responsibilities	N/A	Area of Concern
<b>4a: Reflecting on Teaching</b>			
<ul style="list-style-type: none"> <li>Accurate and thoughtful assessment of lessons is conducted and adjustments are made when necessary.</li> </ul>	<b>X</b>		
<b>4b: Maintaining Accurate Records</b>			
<ul style="list-style-type: none"> <li>Teacher's records of student performance are accurate.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Teacher's methods are timely and meet the district policy of grades being posted on a weekly basis.</li> </ul>	<b>X</b>		
<b>4c: Communication with Families</b>			
<ul style="list-style-type: none"> <li>Teacher provides frequent information to parents regarding his/her instructional program.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Teacher provides parents with information about both the positive and negative aspects of student progress.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Teacher makes frequent and successful efforts to engage families in the instructional program.</li> </ul>	<b>X</b>		
<b>4d: Contributing to the School District</b>			
<ul style="list-style-type: none"> <li>Teacher assumes a leadership role among the faculty.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Teacher maintains a cooperative and supportive relationship with colleagues and support staff.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Teacher volunteers to participate in school events and/or committees and makes a substantial contribution.</li> </ul>	<b>X</b>		
<b>4e: Growing and Developing Professionally</b>			
<ul style="list-style-type: none"> <li>Teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skill.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Teacher seeks opportunities to mentor new teachers, write articles for publication, make presentations, etc.</li> </ul>		<b>X</b>	
<b>4f: Showing Professionalism</b>			
<ul style="list-style-type: none"> <li>Teacher exercises discretion and sensitivity in speech and action.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Teacher is highly proactive when serving students, seeking out resources when necessary.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Teacher challenges negative attitudes and helps ensure that all students are honored in school.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Teacher takes a leadership role in departmental decision-making and helps to ensure that decisions are based on the highest professional standards.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Full adherence to the district's policies and procedures.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Follow the PA Professional Code of Conduct and are committed to high professional standards.</li> </ul>	<b>X</b>		
Observer: <i>Lindy Jayo</i>			
Date: <i>12-14-09</i>			
<p><i>I acknowledge that I have had the opportunity to review this observation and that my signature in no way indicates agreement with the contents thereof. I acknowledge that I have the right to submit a written response to this observation and it will be attached to all copies of this observation.</i></p>			
Teacher: <i>Judy Penfield</i>			
Date: <i>12-14-09</i>			

### Comment

Authentic assessment is done throughout lessons taught regularly. Vocabulary and crossword activities are done with the students. Jeopardy games, study guides and flash cards are used to review concepts in Social Studies.

Emails, study sheets for upcoming tests, and phone calls are used to communicate with the parents. Mrs. Penfield adds notes to agenda book on student progress.

Mrs. Penfield has until 2014 to complete 180 hours.

Goal: Mrs. Penfield is working on getting a better understanding of our curriculum. Binders, manuals and resources go home regularly to gain knowledge on the curriculum.