

**DERRY TOWNSHIP SCHOOL DISTRICT
HERSHEY, PENNSYLVANIA 17033**

OBSERVATION REPORT

Professional Employee: Nicole Butler

Observer: Sue King

School: Hershey Middle School

Position: Principal

Assignment: Computer Ed

Pre-conference Date: N/A

Observation Date and Time:

Post-conference Date: 3/7/11

Summary of Observation

Synopsis of Lesson

The agenda for the class period was projected for students as they entered the classroom. The teacher directed students to begin typing. As the students typed, the teacher circulated throughout the classroom returning work and answering questions. After about 15 minutes, the teacher had the students stop typing and put away all materials other than their 'debating the future' sheets. The teacher led the students in a brief stretching exercise. She then told the students they had 2 minutes to get in their teams and refresh what they were going to do in their debates. After a brief review of terminology related to debates, two issues were debated by two sets of two teams. After each debate, the students in the rest of the class voted on which team presented the better argument. The teacher then explained that the class would be making a timeline about the history of communication. The teacher showed students a number of different items that were examples of different communication tools. The items were passed around in order for students to look at them more closely. The teacher ended the class by asking students what they thought the coolest thing she had brought in was.

Planning and Preparation

The teacher demonstrated knowledge of the developmental needs of this age student when she had them do some brief stretching part way through the class period. The types of items used to spark student interest about communication devices of the past and the manner in which the teacher presented them (i.e. asking students what they thought they were) also provided evidence of the teacher's knowledge and understanding about the characteristics and needs of the students. The teacher is able to assess student progress in typing through the computer program used (Microtype).

Recommendation:

Reviewing the purpose for the debates prior to the groups' presentation at the end of the presentations would reinforce the purpose of the activity and the learning intended for all students.

Classroom Environment

Interactions between the teacher and students were respectful and warm. The students responded well to the teacher's use of clapping rhythmically when she needed the whole classes' attention. The teacher has established routines and procedures as evidenced by the ease in which students completed their typing exercise and returned their materials. The teacher managed student

behavior for the most part.

Recommendation:

Instruction

The teacher's communication, both orally and in writing, was clear and accurate. The teacher used questioning to review previously introduced terms and to stimulate interest in items brought in, though the level of questions remained at the knowledge and personal opinion levels. There were three different activities done during the class period (i.e. keyboarding, debate, and introduction of different communication devices from the past); there were no clear relationships or links made by the teacher among those activities. The arguments presented by students during the debates appeared to be opinion-based and lacked support from research or some type of authority. It was not clear on what students were to base their judgments regarding the best argument made. These things resulted in only partial intellectual engagement by students.

Recommendation:

Clearly articulating the purpose and goals for each activity to be done during the period will frame the learning expectations for students; questioning should then be linked to those goals.

Professional Responsibility

During the post-conference, the teacher shared the purpose for the 'debate' activity. We discussed the relevance of students thinking about the advantages and challenges of various types and uses of technology. We also talked about ways this project could be altered in order for students to present ideas on the advantages and challenges of various aspects of technology based on more than just their opinions and also could have more structured roles for listeners and participants.

Recommendation:

Copies – Professional Employee
Observer
Personnel File


Observer's Signature/Date


Employee's Signature/Date