

## Summary of Instructional Observation

**Teacher: Kevin Cotter**

**Date Observed: 02/24/2001**

**Class: Biology I - 1st Hour**

**Time: 09:00am**

**Observer: Bill Craig**

**Students present: 24**

### **Instructional Objective**

Students will be able to identify the parts of a microscope and their functions. Students will also learn the different type of microscopes and when they should be used.

---

### **Preparation**

Relative quality indicators are shown below.

<b>Fair</b>	Planned appropriate activities to fill available class time.
<b>Good</b>	Prepared sufficient instructional materials.
<b>Good</b>	Clear statement of instructional purpose.
<b>Excellent</b>	Established why lesson is important for students to learn.
<b>Very Good</b>	Reviewed student work from previous period.

### **Components of the lesson**

Relative quality indicators are shown below.

<b>Good</b>	Successfully focused student attention with a good introduction.
<b>Excellent</b>	Clearly expressed instructional objective.
<b>Fair</b>	Modeling of desired outcomes.
<b>Excellent</b>	Systematically checked for student understanding.
<b>Good</b>	Provided ample time for guided practice.
<b>Good</b>	Brought appropriate closure to the lesson.

### **Instructional Performance**

Relative quality indicators are shown below.

<b>Good</b>	Conveyed enthusiasm for lesson content.
<b>Excellent</b>	Successfully motivated student participation.
<b>Excellent</b>	Provided appropriate and varied instructional stimuli
<b>Good</b>	Monitored active engagement of all students.

### **Assessment and feedback to students**

Relative quality indicators are shown below.

<b>Fair</b>	Systematically assessed understanding of all students in the class.
<b>Good</b>	Required meaningful recitation from all students.
<b>Good</b>	Followed incorrect answers with probing questions for clarity.
<b>Very Good</b>	Required production from all students.
<b>Good</b>	Effectively used wait time following questions to increase student engagement.
<b>Very Good</b>	Provided timely and constructive feedback to students.
<b>Excellent</b>	Encouraged student self-evaluation.

**Classroom Management**

Relative quality indicators are shown below.

<b>Fair</b>	Arranged and decorated the classroom to enhance learning.
<b>Good</b>	Routinely called students by name throughout the lesson.
<b>Very Good</b>	Demonstrated empathetic understanding of student questions.
<b>Very Good</b>	Systematically monitored student work to ensure engagement.

**Commendations**

Mr. Cotter was well prepared for this class and kept students on task appropriately. He seemed to have a genuine caring relationship with the students and kept them engaged throughout the period.

**Recommendations**

1. Consider addressing your questions to a particular student and then waiting for an answer.
2. The power of your questions may be increased by asking students to explain why an answer is right or wrong.
3. You may also want to consider establishing and charting production goals for students in your class to improve engagement.

\_\_\_\_\_  
**Bill Craig**  
**Principal**

\_\_\_\_\_  
**Date**

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

\_\_\_\_\_  
**Teacher**

\_\_\_\_\_  
**Date**