

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

Mr. Cotter prepared a complete and thorough lesson plan prior to class. Meaningful activities sufficient to fill the available class time were planned and appropriate instructional materials were used. Mr. Cotter clearly expressed the purpose of the lesson and made it clear to students why the lesson was important for them to learn.

Relative quality indicators are shown below.

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

Components of the lesson

Mr. Cotter skillfully included the necessary parts of a good lesson. The following components were clearly in evidence: introduction and anticipatory set, clear instructional objective, substantive content, modeling of desired outcomes, check for student understanding, guided analogous practice, independent practice, and closure.

Relative quality indicators are shown below.

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

Instructional Performance

Mr. Cotter began the class with a brief quiz and a systematic review of recent material to reinforce concepts related to the lesson. Homework was reviewed but not collected. Instruction in the characteristics of trapezoids followed the review. Mr. Cotter used the overhead projector to illustrate a series of examples in a variety of formats. Counter examples were also used. Following guided practice, Mr. Cotter monitored student work and helped students as needed.

Relative quality indicators are shown below.

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

Assessment and feedback to students

Mr. Cotter used a brief quiz and intermittent student recitation to assess the extent to which students understood the lesson. Questions tended to be literal in nature and to originate with the teacher. Follow-up questions to probe student understanding and generate clarity were minimal.

Relative quality indicators are shown below.

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

Classroom Management

Students were well behaved under Mr. Cotter's direction. He seemed to have a genuine caring relationship with the students. Mr. Cotter's movement to all areas of the room during instruction helped maintain instructional focus and appropriate student behavior.

Relative quality indicators are shown below.

Fair	Arranged and decorated the classroom to enhance learning.
Good	Routinely called students by name throughout the lesson.
Very Good	Demonstrated empathetic understanding of student questions.
Very Good	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

