

Cues, Questioning, Advance Organizers, Cooperative Learning

Teacher Drop-In Observation Form

Teacher: Brian Van Pelt	Observer: Aubree Clark	Date: 4/16/18
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Please indicate whether the following is true and provide observations to support your assessments.

Question	Observed (+/-)	Notes
STARTING THE LESSON 1. How are students working with their peers? -Evidence of collaborative work -Evidence of cooperative work	+whole group collaborative song +moved to 4 person group practice +worked in groups of three to discuss questions at the end of the lesson	+Students worked cooperatively because they each had a clear task/role while singing and dancing. Each group member needed to contribute equally in order for the activity to work. +Students worked collaboratively at the end of the recorded lesson to discuss a posed question
2. Is the teacher supporting student concept understanding with an advanced organizer? -Evidence of connecting the known with the unknown verbally, visually, or both -Evidence that the organizer is presented before instruction	+used 4 boys as a visual example and model before trying it whole group +teacher modeling with hands while students practice in	+Verbal cues to activate prior knowledge at beginning of whole group carpet time

	groups + "yesterday we learned..." + two questions presented both orally and visually	
3. Is the teacher using cueing or questioning to support students' understanding? - Evidence of lower-order or higher-order questions	+ cues as reminder from previous lesson + cue: "there are two more" Higher Order: 0 Lower Order: 6 - "What did we learn yesterday?" - "What word did that long sound happen?" - "Where did the long sound occur?" - "Do you want to see if we can	+ Verbal cues to activate prior knowledge at beginning of whole group carpet time + Great use of formative assessment and TPR by having student put their hand on their head if they agree, and tapping their head everytime they hear a long sound. Δ The questions asked were beneficial for formative assessment and transitioning in various parts of the lesson. How could you change your question word or ask follow up questions to some of these to deepen student understanding and promote critical thinking?

	try it with three?" - "What or who are you listening to as you sing?" - "What can you do to not get messed up?"	(Sidenote: For these two bolded questions, I went back and forth about which category to put them in, since I know it involves more thinking than just recall. It was hard to hear student discussions, and I don't know the music context very well, so based on the answers you were expecting and conversations you were hearing it may be considered higher-order. I assumed you were looking for a couple specific strategies here, though, which is why I put it under lower.)
REINFORCING EFFORT & PROVIDING RECOGNITION 4. What is the Praise to Redirect Ratio? Is the praise authentic? Related to effort or achievement? Focused on process or product?	Verbal raise to Redirect Ratio: 8-7 +nonverbal forms of praise/redirect using body language and proximity	Δ Your praise is always immediate which is great when considering I-FEED-V. I'm wondering how you might tie praise to something specific the students did that is descriptive. +It is evident that you have an authentic and positive relationship with your students based on how you interacted with students and how they responded to you.

OTHER OBSERVATIONS

+Your teaching and this class is so enjoyable to watch because of the clear expectations and procedures you have in place. Your students are also engaged which makes your classroom a vibrant and welcoming!