Teaching Observation

Week 1: spent too much time waiting for leigh highschool to reply to emails. Going to campus personally to provide proof

Week 2: Office secretary said she would get back to me in a day. It’s been five. Went again, she told me they still needed to check

Week 3: Secretary contacted me and explained Leigh would be unable to authorize an observation of its classes. Talked to Mary Warner and she advised me to contact the teachers instead as a loop around the bureaucracy. Contacted several teachers, waiting for their response

Week 4: No response. Sent second email

Week 5: Finally got a response and a schedule to work with. The teacher who is allowing me to observe is Beth Nakamura.

# *Period 1*

# Curriculum

##  Day 1 (P 1)

1. Current subject: Markwell’s biography
2. Assigns an in-class writing assignment
	1. Asks for single words to be subjects
	2. Writes down some of the other words students recommend: bubble, wooden
	3. Assignment: Bubble(s) must be the first word of their writing, while wooden must be the last
3. Passes out sticky notes to each student
4. After the writing is done, she tells each student to turn to their neighbor and share what they wrote. (it gets a little loud and chaotic, but presumably they can hear each other well enough)
	1. Conversation barely lasts a minute
5. There is a quiz being passed around, presumably on the chapters they’ve read (not sure which ones)
	1. Quizzes are cut out strips with single questions on them, to save paper?
	2. Has the quizzes passed to the front
6. The postet is used for each student to write down a question they personally have for the reading, something they don’t already know or are curious about. Names are not necessary. This may be a new teaching tool just used today.
	1. Projector is used to describe a “Level one question”
		1. What is an apothecary?
		2. What is the name of the ministry where Winston Works?
	2. “Level two Question”
		1. something that is a personal question rather than one relating to the text
7. Groups of four are formed to share their questions with each other, possibly to answer them on their own?
	1. New directions on board: Make three stacks in each group for the sticky notes
		1. Questions your group sufficiently answered
		2. Questions that don’t have a definitive answer, but that were discussed fully
		3. Questions that your group cannot answer
8. She collects the questions that couldn’t be answered
9. Asks the groups to discuss the questions amongst themselves to further peer discussion rather than her answering herself.
	1. She calls on the groups to give their answers.
	2. Reads the passage out loud.
10. She asks for the groups to discuss one more of the questions and share
11. Hands out a paper to all students. Gives fifteen minutes to write
	1. Read the annotated article (“George Orwell’s ‘1984’ Is Suddenly a Best-Seller”)
	2. Underline important passages
	3. Write why on the back
12. Chooses each group to select a member with the most black clothes
	1. Said person has to share with their group what they underlined in the article and why
	2. Continues to patrol groups for participation
13. Presents group tasks that will be due next week
	1. Find a passage from reading that resonates with them
	2. Find a modern, contemporary example of the same topic from reputable news articles
	3. Create slide presentation that includes:
		1. The quotation from 1984 (with parenthetical citation)
		2. Several slides that illustrate the modern-day connection. Don’t use words, focus on images, key phrases, etc.
		3. Include title of the article, the author, and the source

##  Day 2

1. Asks to take out notebooks, then one student read an assigned poem
2. After reading, teacher asks class to give the whole work another read
3. Does not pass out sticky notes during writing. Different activity today?
4. Asks students to discuss the poem and what they wrote
	1. Asks all students to stand up as they share their insights on the poem
	2. Poem is apparently about a teacher trying to hide their students from the perils of the world, inevitably keeping them unprepared for life’s difficulties
5. Quiz is about sharing something about the students’ weekend
6. Asks students to pass their quizzes to the front
7. Continuation of last class’ presentation creation among the four-person groups
	1. Says for groups to use “Schoolloop” to post their presentations
	2. Has a lock box containing in-class computers for the students to use (did not notice this last class.
	3. Gives class fifteen minutes
8. After time limit is reached, students are told to (quietly) move desks back to their regular positions in prep for presentations
9. Presentations are ordered by who submitted first
10. Notes are not required
11. Tells students to keep in mind what to think about during presentations
	1. Provides a word bank with words like totalitarianism

##  Day 3

1. First activity of the day is a quiz, cut into strips to conserve paper.
2. I am incredibly surprised by her bringing up a video for V-Sauce, a Youtube creator.
	1. The video is about color with individual people, specifically about how we would never know if the colors we see are completely different.
	2. Also about “qualia,” a philosophic word for raw feelings and emotions
	3. Also about how humans are separate from apes and other animals because we have the ability to understand that others have knowledge we don’t have
		1. Psychologists use a “sally-anne” test to show if a person can understand that some people don’t know the same thing as them
3. Students are told to write out their own thoughts
4. After the song ends, students once again are told to discuss their writings
5. Teacher explains philosophy about how the only thing anyone can be absolutely sure about is that we ourselves exist.
6. Uses another video from “watch mojo,” another Youtube channel
	1. Five facts about the teinmen square Protest
7. Passes out a document that the students are told to read and think about
8. Groups are now being made, with each having an “A” and “B” person
	1. Questions are shown on the projector
	2. “A” answers question to “B”
		1. after discussion, some have to share to the rest of the class
		2. speakers are chosen at random by the teacher
	3. “B” answers another question to “A”
9. Socratic seminar for a final assessment for a later class.
	1. Types of questions
		1. Level one: literal answers that can be found in the text diretly
		2. Level two: interpretive of the answer that can be drawn from the text in general, the answer is interpreted, a conclusion based on careful reading
		3. Level three: global for the answer that pertains to a larger subject that reaches past the text
	2. Students are allowed to form their own groups

# Teacher behavior

##  Day 1

1. Asks how students handled their last class to make sure they understood everything
2. When student says the word “fat” she smiles and gently says that maybe they should pick another
3. Uses calming music while students write, but a little loud. Could be distracting to some
4. NOTE: She has “New Classroom Books” on one of the boards, with several books resting there. Not sure why yet.
	1. Books are for students to choose from
	2. They must read one book per month
5. Quizzes are cut out strips with single questions on them, to save paper?
	1. Walks around to check against cheating
6. She allows conversation for those who are done with the quiz, discusses the effects of the smoke in the air
7. She walks around to check on everyone’s progress during the four-person group discussion of the postet questions.
8. While students share and answer amongst themselves, she does lead conversation when pieces are missing, but turns the leading into questions, asking students to read the excerpts in their books
9. Uses an over-seeing camera to connect the unanswered postet questions on her desk to the projector screen. Seems adept with technology.
	1. Does not go through all of the questions, selecting the most significant (to her) questions.
10. Relies on volunteers rather than picking on students herself
11. Turns off the projector when no longer necessary
12. For presentation requirements she:
	1. Demonstrates what is not reputable
	2. Allows computers to be used in class for the creation of presentations

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##  Day 2

1. During class sharing of the poem, she doesn’t say whether any insight is good or bad, simply says a simple “Ok.” Good for maintaining a neutral standing
	1. D
	2. She does admit which points she particularly liked, but states a topic that she noticed no one mentioned (minute details in poem)
	3. Relates real-world news to the reason why she chose the poem
		1. Mississippi has taken To Kill a Mockingbird from their curriculum because it makes their students “uncomfortable” and that it is seen as racist
	4. She creates an environment that even makes me want to share my thoughts
	5. Almost forgets to hand out a quiz, then jokes about how the students would be disappointed if she had
2. Makes ample use of the in-class printer
3. Reminds students to submit presentation to” schooloop” five minutes remaining
	1. Repeats at two minutes remaining

##  Day 3

1. Makes idle conversation about the week’s events
2. Walks around during test to check for cheating
3. Still uses music that is a little too loud
4. After the second “A & B” discussion, she tries to lead the discussion further, but when none have ready answers, she lets the class move on to the third question
5. When forming groups for the final assessment, she notes that there is one student missing
	1. She adds that whoever talks to her after class can have the missing student in the group if they are missing the proper numbers.
		1. Shows a behavior of mercy for students who are not able to attend because of outside circumstances
	2. Uses Schoolloop for students to send their own questions, for ease of access

# Student behavior

##  Day 1

1. While giving out possible notebook topics, one student jokingly says the word fat
2. Some students volunteer more than others
	1. Little reason for non-participants to volunteer

##  Day 2

1. During class sharing (stand up) students sit down after they have shared, possibly an indicator that they’ve already gone
2. Conversation remains stable
	1. Mostly quiet and cooperative
3. During presentation, students are quiet and respectful
	1. Students clap after every presentation
	2. Some students read directly from slides, while others can make their own speeches
		1. Laziness or not being recommended how to properly present
	3. Some students are unintentionally loud (or their voice carries naturally)
	4. Some politics are incorporated with some presentations
	5. Common word is “proles”

##  Day 3

1. During the discussion, many students either don’t talk or don’t talk as long as the others
2. Students show interest in philosophy and some make jokes in the background.
3. As groups are formed for the final assessment, some students don’t try to form groups larger than two or three at first.

# *Period 3*

# Curriculum

##  Day 2

1. Asks student to read quote from reading
	1. After reading
2. Apparently the class is slightly behind because of a day in the past that involved a discussion that lasted longer than necessary.
3. Reminds students about their presentation requirements
	1. Class has apparently not had as much time to create their presentation as (P 1)
	2. Possibly won’t be able to present today because of time constraints
4. Three person groups are allowed for presentation
	1. Less number of students or more relaxed structure style for this free-spirited class

##  Day 4

1. Discussing how students should comment or share ideas in an activity
	1. Asks the students their thoughts on how to include everyone
	2. Mentions how people who tend to dominate conversation should hold back a bit to allow their groups to talk
	3. Rules
		1. Be respectful
		2. Wait to talk multiple times until everyone has spoken
		3. Computer screens should be down except for those presenting/discussing
		4. No talking during presentation
2. Circle of desks are formed in the center of the circle, for those presenting their ideas
	1. People are chosen by the teacher
	2. After each presentation, others in the circle comment on the ideas
	3. Each person in circle is from a separate group from previous class
	4. People are switched out in circle after ten minutes of discussion

# Teacher Behavior

##  Day 2

1. GIVES 3 minutes and seven seconds to write
2. Gives much more detailed description of in-class assignment, detailing what is being done, how to do it, what to think about while writing, etc
	1. Why is it different this time? Is it the first time for this particular class
3. When late student comes up to her, she quietly gives him the same paper as everyone else and shows him to his seat
4. She actually leads the conversation, listing discussion topics to present examples
5. Speaks much more upbeat and energized
	1. Possibly because it’s not in the morning, she may have eaten/normalized over time after lunch
	2. Will continue to see how her behavior occurs
6. She allows sharing of opinions much longer than (P 1)
7. She actually laughs with this class, showing a great familiarity with the class
8. She says there are theoretically two correct responses to the writing about the students’ descriptions of their individual favorite things (general/specific)

##  Day 3

1. As students talk during their quiz, she does quiet them down
2. She gives this class three minutes to write their personal thoughts, where period one got only one minute
	1. Slower writing speeds?

##  Day 4

1. She calmly states that students should not say others’ ideas are stupid. Comments are meant to provide discussion, not insults.
2. During circle discussion, as conversation diminishes, teacher provides prompts to further discussion

# Student Behavior

##  Day 2

1. One student feels comfortable enough to joke about the precise level of time allotted for the first in-class writing
2. One student comes in late, but doesn’t apologize
	1. He was unsure of where to sit because another student’s backpack was in his seat
		1. Assigned seating?
	2. Turns out it was an adjacent student’s backpack
3. Upon being told to stand up, there are joking responses of “aww”
	1. She smilingly says that it’s not that bad
	2. Other students laugh
4. Students also sit down after they have shared their writing
	1. Previously determined manner?
5. Some students wear hats in class, one even wears sunglasses and another is wearing headphones
6. Many more volunteers in this class
7. Much more joking and brief outbursts of opinions
8. Students talk amongst themselves while writing
9. While working on presentations, most students do not feel the need to move desks into groups

##  Day 3

1. The students in this class asked well-thought questions and engage in philosophy to a much greater extent that the first period did
	1. Is this why they are given more time to write down their thoughts?
	2. Would more time with other periods also make them more thoughtful in their discussions
2. Much more vocal about their opinions and surprise about the teacher using “watch mojo”
3. More people are missing in this class than period 1, but they are placed the same way as before

##  Day 4

1. Some students joke about “politely” saying that some ideas are stupid.other students laugh, so this is taken jovially.
2. Some students still have their computers open/using their phones. Only a few, the rest seem to be paying attention.