**TPC Coordinator Observation Form**

**Name of Intern: Samantha Loomis Date of Observation: 1-11-13**

**Domains Observed:**

Classroom Environment, Instruction, Planning and Preparation

**Observations and Comments: (Anticipatory set; teaching/instructional process; guided practice; closure; independent practice)**

* Sam provided the lesson plan and PowerPoint presentation to the observer prior to the observation. As per a discussion the week prior – the lesson was ‘on-target’ with the planning for the observation.
* The observer arrived 20 minutes early and was able to see the last part of the first hour class. It is appropriate to provide a few comments regarding this class period.
	+ Students were finishing up group presentations. Sam was questioning the presenting group as well as the students in the audience. Higher level questioning was a major emphasis of this discussion (“What would happen if…. Why do you think…..”).
	+ There were no behavior issues noted during this class period. Students seemed on task and engaged in the discussions. Students also asked follow-up questions that demonstrated their engagement.
	+ Sam was well organized for this lesson. There was no ‘down time – wasted class time’ during the class period.
	+ Nice review of prior learning/lessons and discussions.
	+ Students exited the room in a respectful manner.
* Students entered the classroom and some checked in with Sam regarding the presentations etc. Sam readied the class and visited with some of the students as they got organized.
* Some students had questions regarding taking their projects home at the end of the day. Sam reviewed the timeline for the review, test, type of test, etc.
* Sam shared some cartoons to illustrate the process of osmosis as an anticipatory set. Sam provided the students with 10 minutes to work on or finish up their presentations. Students relocated to their groups and used their time wisely and collaboratively. Sam checked in with groups during this work time. Sam appears to have established a nice connection with this group of students. Professional exchanges as well as fun personal exchanges appeared to be happening.
* After 10 minutes, the first group went to the front of the room. Sam asked the students…”What is the job of the audience was during the presentation?” – (to take notes). Sam also gave the class a chance to decide if they wanted to earn 3 points for the presentation today. All must contribute to get the points. Students chose not to get the points today. Good idea to allow students some choice. The first group - all spoke regarding their experiment, were able to explain it to the class, and answer questions from both Sam and the students. Sam was very positive in her response to the students’ answers. Loved the use of large reusable white boards for presentations! Great idea!
* Nice experiential learning – followed by oral presentation of that learning! Liked the use of the “elbow buddy” for summarization! Again, nice follow-up review following the presentations.
* Sam appeared very confident in her teaching. Nice pacing. I was able to hear both Sam and the students even though the blower in this room is quite loud. Mutual respect is obvious. Sam’s content knowledge is obvious as well!
* Thank you – I enjoyed the entire experience!

**Signature of TPC Coordinator: Shelley Balkan**