

Report on classroom visit

Teacher: Amber Clark

Date: April 19

Time: Blocks 1 and 2

Observations:

Ms. Clark is a teacher in her second year of teaching. She began at Prairie River Junior High in September.

I arrived approximately one half hour into a double grade seven English Language Arts class. There were several activities, all of which were in support of students improving their writing skills.

A rubric was used that focused on following areas:

- planning;
- instructional strategies;
- the learning environment;
- student evaluation;
- personal/professional activities;
- out of class responsibilities;

Planning:

I have worked closely with Ms. Clark during planning the grade seven language arts program. Her planning is thorough and extensive. Amber attempts to bring variety into her lessons although she does have activities that she favours. Ms. Clark's long range plans indicate timelines, objectives, resources and evaluation procedures. Amber's planning is aligned with the curriculum. Ms. Clark's plans reflect an understanding of curriculum relationships among topics and concepts. Amber applied students' prior knowledge with the use of an exercise using context clues.

Instructional Strategies:

Ms. Clark demonstrates proficiency in basic instructional strategies. While the variety of activities Amber uses with her students is somewhat limited, her use of these strategies is successful. In this latest lesson that I observed Amber helped her students work through context clues and the six traits of writing using a directed lecture approach.

The Learning Environment/Classroom Management:

I have been in Ms. Clark's classes a number of times. The comments in this section reflect this familiarity. The students are generally well behaved in Amber's classes. She has a good rapport with them and her students are generally on-task. There are clear routines for discipline in place. Ms. Clark's classroom is an orderly, safe environment. Little class time is lost in doing routine behaviors such as the distribution of materials. A number of strategies are used to ensure students remain on-task; student discipline was effective and seamless and included brief reminders, proximity, humour and deflecting a distracting question into a teachable moment.