

Tasha Candela
1st Classroom Observation
October 14, 2010, 2nd Hour Computer Technology

- The class consists of 30 students' grades 9-12; included in these numbers are 2 special education students and 2 at risk students.
- Tasha has taught this class twice before, but not last year.
- Tasha was at the door greeting her students; I've witnessed this to be her daily routine. She made an attempt to make a personal connection with each student.
- As soon as students entered the room, they immediately began working on their computer; they did have to be reminded. Tasha used this time to take attendance. It's apparent that students have been taught classroom procedures.
- Tasha's room was attractive, neat, and organized. It was stimulating yet comfortable. Educational materials as well as announcements/reminders, etc. were posted. Humorous posters placed around the room conveyed an educational lesson. Materials were organized and ready for student use.
- It is apparent that much time and effort went into planning this lesson. The numerous student activities that Tasha planned were not only creative but relative, meaningful, and purposeful to students as well. Connections were made to prior learning.
- The objective of the lesson was clearly stated.
- Tasha made use of multiple effective teaching strategies to engage students in the lesson and keep them on task...guided practice, positive reinforcement, proximity to students, direct instruction, visual and auditory cues, connecting new content to prior knowledge, modeling, sharing/reflecting, interactive lecturing, and constant monitoring.
- Tasha afforded students the opportunity to manipulate the content several different ways; this addressed multiple learning styles: auditory, visual, and kinesthetic. The lesson was highly interactive; I especially enjoyed the activity where students were put into 2 concentric circles where they gathered data for their graphs. This activity not only addressed the content, it also provided students the opportunity to interact with their peers in a positive way.
- Students were on task and made good use of time. Tasha encouraged students to help each other: "_____ will you show _____ how to _____".
- Tasha's **enthusiasm and love of teaching** is apparent; she seems very comfortable with what she's doing. All of this makes for a very positive and supportive learning environment.

Tasha, your lesson was outstanding. Research shows clearly that a person must be engaged to learn. And learning is enhanced when a person sees potential implications, applications, and benefits. Your lesson contained all of this. The bottom line is this...did the students learn what you wanted them to? You provided evidence that they did. I certainly witnessed it during my observation. Keep doing what you're doing.

Your weekly update to parents is to be applauded. Parent communication is key to making parents your support system. These updates, along with all the extras you do for your students and for the school do not go unnoticed. Keep up the good work!

Betty Pardo
10-22-10
Tasha Candela
10/22/10

LAKE SHORE PUBLIC SCHOOLS
28850 HARPER
ST. CLAIR SHORES, MI 48081

~~T E N U R E~~

Observation Summary Report

Teacher's name: Tasha Candela School year: 2010/11

School: H.S. Grade/Subject: Computer

Evaluator: Mckay/Sands Position: A.P. technology
9-12

Ratings on individual areas of Core Teaching Standards:

1. Preparation:

Exceeds Standards
 Progressing Toward Standards

Meets Standards
 Not Progressing Toward Standards

2. Delivery:

Exceeds Standards
 Progressing Toward Standards

Meets Standards
 Not Progressing Toward Standards

3. Monitoring/Assessing:

Exceeds Standards
 Progressing Toward Standards

Meets Standards
 Not Progressing Toward Standards

4. Learning Environment:

Exceeds Standards
 Progressing Toward Standards

Meets Standards
 Not Progressing Toward Standards

5. Communication:

Exceeds Standards
 Progressing Toward Standards

Meets Standards
 Not Progressing Toward Standards

6. Professional Growth and Relations/Policy and Procedure:

Exceeds Standards
 Progressing Toward Standards

Meets Standards
 Not Progressing Toward Standards

Overall Rating:

Exceeds Standards
 Progressing Toward Standards

Meets Standards
 Not Progressing Toward Standards

Overall comments by evaluator:

Evaluator's signature: [Signature]

Date: 10-22-10

Teacher's signature: [Signature]

Date: 10/22/10

(Employee signature in no way indicates agreement with this document, only that it has been shared with the employee).

* Even though Tasha clearly does an outstanding job, she still recognizes there's always room for improvement!!

[Signature]
Tasha Candela
10/22/10

Figure 8.4
Teacher Reflection Form

Lake Shore Public Schools

Name Tasha Candela	School Lake Shore High School
Grade/Subject 9-12/Computer Technology	
Pre-Conference Date 10/13/10	Time 8:30 a.m.
Post Conference Date 10/19/10	Time 7:30 a.m.

1. As I reflect on the lesson, to what extent were students productively engaged? (Component 2a, 2e, & 6c)

The students were actively engaged in the lesson. It was a pleasure to see students eager to answer questions and participate. After I shared with my students the importance of getting to know their classmates and collaboration, they were especially interested in the survey process and results. Students typically respond better with project-based, personalized assignments. This is the reason why this lesson was created. After school, I walked into the library and noticed one of my students completing a bar graph. He said that he was taking what he learned from the lesson today and using it in his Data Analysis class! How cool!

2. Did the students learn what I intended? How do I know? Were my instructional goals met? Did I differentiate the instruction? (Components 1, 4a,b,c, 6a,b, & 4 d)

I believe all students learned about the purpose of a graph, how-to manipulate its data, and transfer and analyze the results. The instruction was differentiated by catering to all learning styles and using higher order questioning. The educational system has become so data-driven. As teachers, we continuously use data director to fine tune our class lessons. Once students realize the importance of data and learn how-to produce it, they will have an edge in school, their career fields, and beyond.

3. Did I alter my instructional plans as I taught the lesson? If so, how and why? (Component 2a, 3a & b).

Yes. I had a student leave class in the middle of the survey circles so I adjusted the lesson by participating, too. I also saw a few students not following along with the instruction sheet. Because of this, I adapted the lesson by calling on students to repeat directions and reemphazing important points on the green sheet.

4. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? (Component 1)

No. I believe the entire lesson was seamless. Because I am an organized person, I have a difficult time forming groups and seeing arranged chaos. I am happy that I embedded the inside-outside circles into my lesson. It was a nice way for upperclassmen to interact with underclassmen.

5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.