

The Benjamin School
Classroom Observation Report
 2007-2008

Teacher: Jay Rideout
 Subject/Grade Level: English 10
 Reviewer: Ken Didsbury

Date: December 3, 2007
 Class Begin: 12:20 End: 1:08
 Announced Unannounced

| Professional Standard | Evident in Class | Not evident in class | Not Appropriate to lesson | | Observations |
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| Standard II Classroom Environment | X | | | Promotes a trusting environment through positive teacher interactions. | Mr. Rideout is at his desk taking attendance as I enter the room. He begins class by shaking each student's hand and says a few words of welcome to each of them. He has some personal exchanges with a number of students and takes time to talk to Paige about her birthday party. He hands back what appears to be a quiz and then reminds them about some of the details they must address before turning in a paper in the next class. When is is asked to clarify the citation process for one bibliographic entry, he opens a reference book they have bought at the beginning of the year, and points to where they can find the information. They begin with a review of Young Goodman Brown. He starts to read from the story and stops to ask them questions about the significance of specific parts. They do not finish the story in that class, but suggests that they will pick it up next time. They then do a round-robyn writing exercise to practice their use of new vocabulary. Each paper passes four times before the class ends. The students appear to be engaged throughout class, and appear to have fun with the vocabulary exercise. Mr. Rideout has a formal bearing, but he appears supportive and kind to the students. He is patient as he helps the students understand the implied meanings of the text. |
| | | | | Provides support for students who are struggling to learn | |
| | | | | Models academic honesty and the honor code | |
| | X | | | Responds to individual differences. | |
| | X | | | Creates and encourages high expectations for all students. | |
| | X | | | Allows for and promotes acceptance of a variety of individual viewpoints and perspectives. | |
| | X | | | Maintains a purposeful climate for student learning | |
| X | | | Reinforces positive student behavior in a consistent manner and addresses negative behavior in an appropriate manner. | | |

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| Standard III Preparation and Planning | | | Develops lessons in a clear, logical manner using the Atlas Curriculum Mapping model – enduring understanding (outcomes), essential questions (objectives), etc. | Mr. Rideout is well prepared for class and has a clear agenda for the day. The students seem to understand the routine he follows. He makes a point of showing a student how she can get an answer on her own without having to rely on the teacher. |
| | | | Learning plans include best practices (CRISS, Thinking Maps, cooperative learning, etc.) | |
| | X | | Learning Plans address a variety of learning styles and ability levels. | |
| | X | | Projects and group work have well defined goals | |
| | | | Uses a variety of resources, including technology, to assist student learning. | |
| | X | | Learning Plans reflect a focus on understanding though the development of self-awareness, application, empathy, etc. | |

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| Standard IV Instruction | X | | Maintains high student engagement throughout the lesson. | The students remain engaged in the work throughout the period, although some have much more energy than others. His questioning strategies appear to be especially effective. The vocabulary exercise will be particularly interesting when the students get the chance to read what they have written. |
| | X | | Elicits responses equally from students. | |
| | X | | Asks clearly stated questions and allows for appropriate response time. | |
| | X | | Communicates high expectations and confidence in student abilities. | |
| | | | Provides relevant examples for students through modeling and other strategies. | |
| | X | | Provides sufficient practice time for skill mastery. | |
| | X | | Differentiates instruction to match the different levels of performance in the class. | |
| | X | | Promotes self-directed learning through teaching students organizational systems, etc. | |
| Standard V Assessment | X | | Designs assessments so that they provide feedback to students and monitors student progress toward curricular goals. | The round robyn is a form of an assessment, but to evaluate its effectiveness I would have to see it through to the end. I did not see a copy of the quiz worksheet that he was handing back. |
| | X | | Uses a variety of assessments to allow students with different learning styles to demonstrate understanding. | |
| | | | Utilizes rubrics to define expectations of assignments and standards for quality work. | |
| | | | Hands back assessments in a timely manner. | |
| | | | Assessments are neat and professional. | |

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| Standard I Communication & Professional | X | | Supports school policies. | The students are cooperative throughout the period. Before Mr. Rideout starts, the class is chatty, but they quickly settle down and get on task. He makes a particular point of being courteous to the students. |
| | X | | Communicates and develops positive relationships by showing courtesy, integrity, and follow-through. | |
| | | | Provides students in academic difficulty with clear, helpful information identifying areas needing improvement and a plan of action for the student, parents, and school. | |
| | | | Demonstrates a sense of humor. | |

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| Summary Commendations | Mr. Rideout should be commended for the following: <ol style="list-style-type: none"> 1. His efforts to make students feel welcome in the class. 2. His patient questioning as they review the story. 3. His creative use of the vocabulary exercise. 4. His reminders about the key issues in upcoming assignments. 5. His use of praise. |
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| Summary Recommendations | Mr. Rideout needs a new set of markers. The ones he had were almost out of ink. He might consider using the Smart Board instead. |
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| Reviewer's Comments | This class was well conducted and appeared to be effective |
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| Teacher's Comments | |
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Teacher's Signature: *Orval Rideout* Date: 1-18-2008

Reviewer's Signature: *Kendall Robinson* Date: January 18, 2008