

Appendix E Asynchronous Observation Assignment Description

Reflective Analysis of Asynchronous Observations

You are expected to view each archived session in Wimba and complete an observational writing task that requires you to examine methods taught and to align those with methods you are learning in the course texts, module readings, assignments, and methodological applications presented in modules. A written submission is required for each day of observations. Total written submissions must include 3 separate posts in the appropriate Moodle discussion forum. Remember that this course has a 30 hour clinical requirement that is mandated by compliance with NCDPI licensure regulations.

3-2-1 Written Synchronous Class Observations:

In 2-3 pages, compose a written observation analysis of the archived lessons.

- **3-**Identify three methods that you observed that the Mentor Teachers used in each of their instructional lessons. Attempt to understand the pedagogical motives for why each teacher would have chosen these methods to use to teach this content. Describe how these methods were used as if you were replicating these in your classroom.
- **2-**Describe two observed student behaviors and evidence of student content learning for each teacher's class. Consider the content and strategies that supported student learning. Note the level of engagement of learners, lesson transitions, and content understanding.
- **1-** What one question do you have about each teacher's class, approach to teaching social studies, and pedagogical decision-making?

Work should be posted in the appropriate Moodle Discussion Forum within 48 hours of the completion of the day's scheduled observations.

Student Example of Asynchronous Observation Assignment Description

Student 2's Asynchronous Observation 3-2-1 Analysis

Observation of Mentor Teacher 3's Classroom

After watching [Mentor Teacher 3] classroom, I would have to say that he has been my favorite of all of the observations. He obviously has a great rapport with his students and his classroom is an environment where the student's feel safe to express themselves and what they obviously think of him as a teacher. I was amazed that his student's were so willing to tell what they like about him; they were the first to do so. There were many things that I witnessed in [Mentor Teacher 3]'s room that I thought would be great and useful in any classroom environment. Some of those things were creating a safe and comfortable environment for students, love what you do, and beg, borrow, and steal from your colleagues.

In his initial debriefing, [Mentor Teacher 3] spoke of what I thought sounded a lot like the Backwards Design approach to teaching. He spoke of how you impart your main idea and how you would do your lesson and end by circling back to the main idea. He did this by asking his student's the question, "How if the feudal system seemed to work so well, could it fall apart like it did?" He had built his whole lesson on this system and why it seemed to work so well, but ended it by asking this question of his students in order to gauge how much of the content they understood. Of all the techniques, I like this approach the best, I think.

Another tool that he spoke of and that we were able to witness was the use of the Interactive Notebook as a means of keeping notes and teaching organization. This technique put the control in the student's hands. On several occasions, [Mentor Teacher 3] reminded his students that if they hadn't done their Interactive Notebooks they needed to hurry and complete it. As he mentioned, it's an easy 'A' for them and shows them how easy their lives can be with proper organization. This is a technique utilized at the high school where I substitute, so I had this seen this before, but great to see that it is being used elsewhere as well. [Mentor Teacher 3] also spoke about how the

Interactive Notebook teaches efficiency in note taking and how useful good notes can be to their individual successes on their reading quizzes. This was something new to me and after [Mentor Teacher 3] and [Instructor] both elaborated on it, I can see the usefulness of it.

In my observation, I also noticed that [Mentor Teacher 3] was not a teacher that was put off by noise. His classroom has been the loudest thus far, but one could clearly see that it was 'controlled chaos,' if you will. He appears to have a laid back approach to teaching and from watching his body language; he constantly made himself available and open to his students. He said in the initial debriefing that while your classroom can be a comfortable and fun place, his students also know that there is a time and place for everything, especially work. This to me shows a teacher that is comfortable in his skin, with his students, and he obviously has no problem enjoying them, but is able to keep them in line as well.

I also appreciated [Mentor Teacher 3]'s use of the Smartboard in implementing the lesson, his use of it in writing definitions where everyone could see them, and having the students use the Smartboard. Allowing the students to use the Smartboard appeared to be a great way to make the activity technologically interactive and more engaging to his class. [Mentor Teacher 3]'s students showed a very apparent respect and just general like for him and were more than willing to tell this class why they felt so. As he said in the beginning, be a part of the school; make it more than just a job and your students will respond to that. Obviously [Mentor Teacher 3] knows what he's talking about! His bottomless well of enthusiasm that he showed his students on this day was a rare thing, I think. Too many times I have seen a teacher who didn't want to be at school and his students knew this. It was very refreshing and encouraging for me to see that [Mentor Teacher 3] was so enthusiastic towards his students. They knew that he was happy to see them and they responded accordingly.

If I could ask him one question it would be:

- 1.) He appears to use many varied teaching styles ranging from the lecture, to the visual Smartboard, to group work, and individual time. Does he do this every day in his classroom? Does he try and differentiate every lesson in as many ways or are there days when he only uses one method of instruction?
- 2.) What advice would he give a beginning teacher on lesson differentiation?