

SAMPLE

CLASSROOM OBSERVATION NOTES

OBSERVOR: Beth B.

TEACHER: Ms. Teacher

PROGRAM: Riverport

CLASS TYPE: ABE

NUMBER OF STUDENTS PRESENT: 8

DATE: Feb 22, 2003

Class room in h.s. but in an extra room- used by ABE only.
5 tables, 4-5 chairs each; teacher's desk in front - pile of books,
tissue box, pencils and pens in cup
world map and US census map on wall - EFF Skills Wheel poster,
three inspirational posters -
plants-in window
coffee pot and cups, etc. on table in corner

Poster of business letter with parts labeled - teacher made

Bulletin board divided into sections

1 - announcements, snow policy, attendance policy

2 - items that seem to have been brought in by students -
announcement of yard sale, article about local school's SOL
scores

3- examples of student work - an essay "My Boys", some poems, a
pie chart showing % of VA budget spent on education

On chalk board in front of class :

date, suggestion to write note to sick student - with address

10:00 a.m.

6 students - all women - here when I arrive, sitting at two
tables.

T. introduces me, tells them I am here to observe her, not them.

Students nod and smile - seem at ease with me being here.

As students came in they had gotten folders from a box and
most had pulled out materials to work on - three s were
working on math - percentage problems, from a workbook;
other three leafed through papers apparently copied from
workbooks, chatted. T. working at her desk on ????

10:10 – 2 men—younger than most women -- came in and got folders. Looked at me, but T. did not introduce me. She told the men to work in their folders until time for the writing lesson. They sit together at a table by themselves. She walks around the room looking at students' work. All women are now working on either math or sample GED questions (short piece of text and questions from workbooks.)

10:15 – T. asks if anyone has questions about individual work. One man asks about a page he is working on – looks like a science reading copied from GED book. The rest continue working on their own.

10:20 – Group continues working. Two or three people have either talked to each other or the teacher about what they are doing. Teacher has returned to her desk.

10:45 – T. comes to front of the room and again asks if anyone has questions and if they are clear about next steps in their work plans. Everyone seems ok. She asks them to finish what they are doing and to get ready to work on their letters. She tells me that they are all working on writing a letter requesting a meeting with their child's school counselor. T. reminded group that now that they all had the names and addresses for the first part of their letter, they needed to work on the content of the BODY of the letter – she pointed to the poster as she mentioned these sections of the letter. She asked for ideas about what the letter should say and listed on the board as students named them:

- tell him I'm coming
- ask him when to come
- tell her my kid is doing fine, I just want to talk
- tell her I want to know about tests
- why do they want to test him for special ed
- what the tests are for
- why he has to have that teacher

11:05 T. asked the group which ideas seemed to go together and made a "mind map" on the board. The finished map had three groups of ideas: to ask for a good time for an appointment, to ask about tests, to ask questions about what the child was studying/learning. [is this last appropriate for counselor??? T. didn't raise this question with group]

11:15 Teacher asks students to draft the body of their letter, using the mind map as an outline.

11:20 Students started working on their individual letters. Most had school hand books. Four of them asked each other or the teacher questions, mostly about spelling. T. said they would edit in pairs when they were done. She urged them to pay attention to content in this draft.

11: 45 Three women students have put letters in folders and seem to be waiting for lunch. Two are sitting quietly, another looks at a magazine. The other students are still working on their letters, but now with sharing and discussion and some laughter. Teacher asks first three if they are done and they nod or say "for today." She walks around room and looks at other students' papers as they work and reminds them that they need to leave by noon. [for lunch??]

11:50 I tell teacher that I need to leave a bit early, thank her, tell her I'll call her soon.