

Department of Teacher Education

Guidelines for Observation Report

- a. **Physical, intellectual, and social climate of the classroom.** State the grade level. Draw a map of the classroom. Are the tasks stimulating and meaningful? Give examples. Observe S - T and S - S interactions. What forms of reinforcement does the teacher use? To what extent does the teaching/curriculum reflect NCTM's Standards and the Georgia Performance Standards (GPS)? For example, what emphasis is placed on problem solving? Describe a problem or task the teacher presented to the class and give examples of students' solutions. How did the teacher follow up students' work? Give specific examples to show how the teacher addressed the Content and Process standards of NCTM or the state of Georgia (GPS).
- b. **Use of technology** (Calculators, Computers, etc.) and other resources e.g., textbooks, supplementary materials, teacher-made tools, etc. State the types of resources, how they are used, and for what purpose. Give examples.
- c. **Methodology:** What teaching methods does the teacher use? Does the teacher use a variety of methods, teaching style, etc.? Are the lessons teacher-centered, student-centered or content-centered? Explain how you and the teacher presented lessons to cater for individual differences. Give specific examples of enrichment activities given to advanced students; or remedial activities provided for at-risk students.
- d. **Motivational Strategies:** Observe the motivational strategies, tasks given, etc. to students. How does the teacher motivate students to do math? Does s/he use teaching aids, manipulatives, projects, field trips, praise, encouragement, etc.? Give specific examples.
- e. **Evaluation Strategies:** How does the teacher evaluate students? What use is made of Homework, Tests, Quizzes, In-class/Out-of-class work, Individual/Group work, open-ended questions, and alternative methods of assessment? How does the teacher use assessment information? How does the teacher monitor students' performance? What kinds of records does the teacher keep of students' progress? Give examples.
- f. **Questioning:** Observe the types of questions used by the teacher; e.g., higher/lower levels (Bloom's Taxonomy). Give examples. Are students encouraged to ask questions? Do students ask questions? How does the teacher deal with students' questions? Give specific examples in each case.
- g. **Management:** How does the teacher deal with infractions such as tardiness, failure to complete homework, etc.? Are there signs of impertinence? How does the teacher deal with it? Explain how you and the supervising teacher dealt with routine tasks, such as organizing for group work, changing from one activity to another, preparing to use materials, etc. Detail the examples.
- h. **Interview the Teacher:** Ask about his/her philosophy of teaching/learning math, career plans, educational experience, professional activities, awareness of significant developments in math education, GPS, suggestions for improving students' performance in math, use of technology to teach math, standard algorithms, the problem solving approach to teaching math, standardized testing, etc. Create some questions of your own, if you feel inclined.

Emam Hoosain
08-15-07