

Virginia Teachers for Tomorrow



EDUC 202 Examining Teaching Practices...

observer's name: Madison King
today's date: April 29, 2014
length of observation: 30 minutes
cooperating teacher: Mrs. Anderson
student observed: Naveya
grade level/subject: 1st grade
objective of observation: Teacher and student interaction

Directions: As completely and accurately as possible, describe the interactions between the teacher and one selected student. Include direct quote and descriptions of the teacher and the students, including facial expressions, gestures, and voice quality. Be careful, however, to avoid making judgments.

time	teacher quotes, actions, etc.	student quotes, actions, etc.
10:55	"Class make sure you grab all of your lunch things." Teacher double checking students so they won't forget everything.	"O.K." Student seemed irritated.
11:35	"Everyone be quiet. We are walking into the hallway." Teacher enforcing hallway manners.	"Why do we always have to be quiet." Student getting an attitude about following the rules.
11:40	"Naveya, make sure you wash your hands in the bathroom." Teacher enforcing sanitary rules.	"I already did!" Student is obviously being very defensive.
11:50	"Naveya, because you didn't complete your work, you will have to sit out for 2 minutes from recess today." Teacher enforcing classroom rules.	"Why do you always pick on me?" Student is very angry and thinks she is alone. She feels like she is the only person that gets in trouble.
12:10	"Get out your journal so I can check your work." Teacher checking their work to make sure they are progressing.	"I didn't do my work because I didn't want to." Student is very disrespectful to authority.

Now, let's pay special attention to gender equity practices. Respond to the following questions by choosing the correct response from the drop-down menu in the column on the right. Please be cognizant of what the word proportionate and its variation mean. For instance, if there are twice as many boys as girls in a classroom, a teacher who exhibits good gender equity habits would naturally call on boys with twice the frequency as that for girls.

Teacher-Student Interactions	
Very frequently	how often the teacher and students interact with each other
Sometimes	males and females verbal comments (praise, remediation, instructions, etc.) with proportionate frequency
Rarely	teacher calls on females with proportionate frequency
Very frequently	females and males receive constructive comments in terms of conduct with proportionate frequency
Very frequently	teacher responds to answers provided by students with equity (praise, clarification and follow-up questions, etc.)
Very frequently	teacher spends proportionate amounts of time working one-on-one with females and males
Classroom Activities	
Very frequently	teacher maintains a cooperative classroom atmosphere
Very frequently	teacher regularly utilizes small group activities
Sometimes	teacher uses non-competitive grading scheme (for example, favors criterion referenced over norm referenced)
Teaching Considerations	
Very frequently	teacher avoids using gender neutral language
Very frequently	teacher uses real world examples that appeal to both males and females
Very frequently	teacher exhibits fairness in treatment of males and females
Very frequently	teacher puts a stop to any actions by students that might be considered sexist
Very frequently	teacher promotes active involvement of all students regardless of sex

In the space below, please reflect upon your observation. What did you learn about this teacher's interactions with the one individual student? What did you learn about this teacher's interactions regarding gender equity? What techniques did you observe that you would use in your own classroom? What would you change to enhance the learning?

The one individual student seems to have a problem with authority. Later in the year (after this observation), Naveya received ISS on a Thursday and misbehaved in ISS so she received another day. It seems as if she is very uncooperative and does not want to listen to her superiors, ever. This is the only student in the class that seems to have disciplinary problems. I would use all of Mrs. Anderson's techniques in my future classroom because they seem to be efficient.