Courtney Painton

Observation Notes (High School Spanish I)

10/21/14

**Domain 1: Planning and Preparation** (content knowledge, knowledge of students, knowledge of standards, goal setting)

This was day 2 of your lesson in which several new Spanish vocabulary words had been briefly introduced the previous day (on Monday, after students had finished testing over last week’s content). You were prepared and your instructional outcomes were clear as you reconnected students to the vocabulary words and accompanying actions. Direct instruction and learning activities were designed to practice and reinforce content knowledge in a contextual way.

*It’s amazing how much Spanish your students are understanding and using in your Spanish I class. You have aligned your instructional delivery and practices with your knowledge of content. An example of this is preparing students to create their own contextual story by introducing phrases, along with actions and visuals, which will prepare them, using their knowledge of Spanish and the academic tools needed, for group and independent work. Well done!*

**Domain 2: Classroom Environment** (mutual respect, culture for learning, managing procedures, managing behavior, safety)

Your interaction with students was respectful and you have a comfortable give and take with them. An example was when students were instructed to write sentences in their “diccionarios” using the new Spanish vocabulary. Several students asked, “Are these bubble gum sentences?” and you replied, “Yes, these are bubble gum sentences.”

*As we debriefed, Courtney, I asked you what bubble gum sentences were and you said that you sometimes put bubble gum smelly stickers by the sentences they have written in their vocabulary dictionaries. This seems like a small thing, but it shows an example of the fun relationships you have built with students. You have created an emotionally safe classroom environment that encourages excitement about the little things. It makes me smile that high school students are motivated by smelly stickers☺*

Transitions were smooth and a listening cue was used to acquire group attention. You made certain that students were attentive before instruction. After the listening cue, phrases like “. . .you guys listening?” and “Eyes up here” respectfully reminded students who were still talking to be quiet, and it worked well for you.

**Domain 3: Instruction** (communication skills, questioning/discussion techniques, student engagement, feedback, responsiveness)

Your direct instructions pieces today had all the components of solid instruction. Information was presented visually, written, verbally, and kinesthetically. You connected actions and motions to Spanish words and phrases and encouraged students to do the same.

You used groups of three as students drew three scenes from the story that you previously read. Students were actively engaged as they drew and wrote (using vocabulary words) about the scene  *This was a great way for you to formally assess for comprehension and academic language. When you instructed students to turn to the group next to them and share, you moved about the room listening and giving feedback to students.*

At the end of the period you told students that there would be no reflection because you still had their journals*. We discussed during our debriefing, that student reflections could also be informal such as an exit ticket or something as simple as students’ pair/share. A nice alternative to a formal write (and gives you a little more time to check journals)*

I really like hanging out with your high school groups (and I am learning some Spanish too!). It’s fun to see students so excited about what they are doing. I loved it when a student said, “we should take all these stories and make short films of them.” Let me know if you pursue this—I would love to be part of the “big reveal” when students present!