

COPIAGUE PUBLIC SCHOOLS
Copiague, New York

CLINICAL SUPERVISION ASSESSMENT FORM

Name: Tom Smith (pseudonym)
Supervisor: Susan Ray, Assistant Principal

School: Copiague Middle School
Date: October 20, 2005

Pre-Observation Conference:

Date: October 19, 2005

1. Instructional, curricular or professional areas to be focused upon:

Mr. Smith and I met in my office for a pre-observation conference on Wednesday, October 19th, and agreed that I would observe his third period sixth grade Technology class on Thursday, October 20th. After reviewing and discussing the lesson plan, we agreed to focus on (1) classroom management and (2) how well students built on prior knowledge.

2. Methods for addressing these areas:

On October 20th, I will observe a sixth grade Technology class that is continuing building a wooden name plate, and using the rasp and file for the first time. I will develop a written summary on the areas of focus, after which we will discuss and reflect upon collaboratively following the observation. Subsequently, I will provide Mr. Smith with a complete written report after our post-observation conference.

Observation:

Date: October 20, 2005

When I entered the classroom, 20 students were entering from the hallway where they were gathered by the teacher before entering the classroom en masse. (Mr. Smith later explained this strategy is employed so that no student is in the work area without direct visual supervision.) The Technology area was attractively decorated with relevant and neat bulletin boards, the computers were on, and the lesson aim and "Do Now" were neatly printed on the board. At the bell, the students were requested to retrieve their name plates from their class storage drawer and then immediately write and answer the "Do Now" in their notebooks. All students went quickly and quietly to work, an example of routine classroom procedures that have obviously been reinforced since the beginning of the term.

After the students wrote for three minutes, Mr. Smith reviewed the "Do Now" (name three tools we have used so far and for what purpose), drawing all the students into commenting about the tools and how they had been used to date. He then introduced the tools to be used today: the rasp and the file. He explained the similarities and differences between the two tools, walking around showing them for students to touch. He asked thought-provoking questions: "How do the two tools differ?" "How are they alike?" "What do you think these tools do?" The students responded eagerly after being called on when they raised their hands; another example of well-implemented routine classroom procedures. Mr. Smith engaged all the students by taking "votes" on responses. He then proceeded to show drawings (on the board) with various views of the planes of the wood what the rasp and then the file would do to shape the edges. The students were solicited often about what they saw, how the wood would change, what one tool did and then the other. The students listened and enthusiastically contributed observations, thoughts, questions, and ideas. Mr. Smith then reviewed the safety rules, including safe handling and use.

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The students were then directed to space themselves around one work table while “I’ll demonstrate how you will use each of these tools on your name plate”. The students gathered at the table and Mr. Smith secured the wooden plate into a table mounted vice grip. He reminded the students how to position their plates in the vice and to tighten it well. He again pointed out the differences between the rasp and file, and emphasized that mistaking one for the other could damage their wooden plate. He asked how the students could recognize the differences. Students again raised their hands and offered thoughtful and insightful suggestions: “The teeth are different sizes so you run your finger lightly over the face” and “Hold both of them and remember that big teeth make big grooves”.

As Mr. Smith demonstrated how to hold the rasp and use it to shape the plate’s edge, he reviewed the safety tips. Students watched intently and quietly. The teacher then used the file to smooth the edge just shaped by the rasp. The students responded with collective “oohs and ahhs”. Students were shown how to angle the tools so that the shape was maintained or altered. At that point, students moved to a vice at three work tables, and as directed, mounted their individual plates. Mr. Smith placed several rasps and files at various points on the work tables and told students to begin their shaping, first with the rasp, then smoothing their work with the file.

With eyes focused and faces contorted in concentration, 20 sixth graders began rasping their name plates, creating a virtual symphony of noises. During the ensuing 25 minutes, Mr. Smith moved efficiently around the work areas, assisting and talking with every student 4 or 5 times. He patiently assisted students experiencing problems or having questions. Mr. Smith offered comforting comments, and made a concerted effort to compliment all students on their progress.

Three minutes before the bell, students were directed to return the tools to the storage cabinet, stow their plates in the class drawer, and return to their seats. A brief question/answer session followed, during which Mr. Smith inquired about the differences students noticed between the rasp and file effects on their wood. Students again raised their hands and answered enthusiastically. The session concluded with the teacher explaining how to repair mistakes – taking care to tell that everyone makes mistakes and they are repairable by doing this or that. He also explained that during the next class students would finish filing, start sanding (he showed sandpaper), and then begin staining their projects. At the sound of the bell, Mr. Smith dismissed the students, bidding “Goodbye”, “Have a good day”, “You did well today” type comments as they left the Technology classroom.

3. *Report on areas of focus:*

Previously, we agreed to focus on classroom management and building on prior knowledge. The lesson succeeded very well on both levels because the planning was extremely well prepared, and the classroom routines employed have been taught and practiced to the point that students are able to succeed in an environment that is safe, supportive, and challenging. The opening and closing to the lesson allowed the students to experience and share their knowledge with eagerness and ease. Your obvious care— exhibited by the subtle but lavish praise you bestowed on every student – encouraged even the most reluctant learner to become engaged and active. The students obviously built on past knowledge and employed the lesson of the day while working diligently throughout the ample hands-on time built into the lesson. The closure ensured the students had opportunities to ask questions, and practice classroom procedures that supported the lesson and provided feedback.

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4. *Report on how these areas were addressed:*

During our post observation conference we agreed that was an excellent lesson that moved along quickly because it was well-planned and executed in a professional manner so that every student was supported and encouraged to successfully complete his part of the assignment. The classroom management was efficient without being intrusive to the progress of the lesson. The lesson moved productively and with purpose.

Thank you for the opportunity to observe you and your students working so well together this morning. It was obvious by their excitement to show off their projects to me that they were enjoying their success, having fun, and looked forward to the next step in completing their projects. Thank you for "adopting" one of our at-risk sixth graders who is not yet in your class to be an assistant. Your mentoring efforts have been highly successful with a boy who was in need of caring adult intervention.

Teacher's Comments:

Signature of Supervisor: _____ **Date:** _____

Signature of Teacher: _____ **Date:** _____

