

Class: Forensic Science 200

Date: 10/31/2019

Period: 3

Observer: Emily Bielejec

Summary of Lesson Observed:

Teacher welcomed students entering FS200 at the door, reminded students to gather their assigned laptops, login, and begin their DIN. Teacher identified the objective of the class, how the class was going to be set up and started to identify groups of students on the board for the learning activities. Teacher asked the class “do you think eyewitness testimony is enough?” & “why.” Most students shouted out answers in response to the questions posed by Teacher and other students responded to student answers. Teacher redirected students with real life examples of recent arraignments they had witnessed on a recent field trip.

Teacher directed the class to begin working in their groups on their identified stations: Collaboration, Crime Scene and Individual. Teacher began with the crime scene group to explain directions and answer any clarifying questions. That group began on their own, working through the crime scene setup. Teacher then circulated the room, answering individual student questions and prompting students to begin working on the collaboration station materials. Teacher identified students lagging on the collaboration station, and began to work through the material in the front of the class. Teacher discussed multiple examples with the class and led them back to working with peers. Teacher checked in with the crime scene group as they finished and sent the next group to complete the assignment with the few remaining minutes of class. Meanwhile the returning group began working on the next station (collaboration). In circulating the classroom, 11/12 students were able to correctly identify the first S in crime scene, most were not able to finish completing the collaboration station.

Areas of Strength:

- Teacher speaks with all students in the class either directly or through questioning.
- Teacher demonstrates good rapport with all students in the class.
- Teacher is effectively using the Forensic Science program laptops to collect data at the beginning of class.

Areas for Continued Growth:

- Student Assessments
 - Teacher started the class with a DIN, collecting data on student knowledge of crime scene procedures prior to introducing the topic. However, Teacher could provide more frequent formal check ins with students to identify if students are

comprehending materials in the moment and at the end of class. Teacher did not have a formal closure for class; Teacher understands he struggles with this area.

- Designing Coherent Instruction
 - Teacher had two planned activities aligned to the instructional outcomes. However, students were not able to complete the two planned activities in order to obtain the data requested at the pre-conference. 11/12 students asked about 1/7 S's in Crime Scene were able to correctly identify the first procedure upon arriving to a crime scene.

Supports Offered:

- Designing Student Assessment: Teacher would benefit from identifying and implementing a formative and summative assessment, much like the DIN observed during the lesson. Teacher should attend the upcoming Professional Development offered on collecting data in the classroom to expand his knowledge of different techniques for gathering data.
- Designing Coherent Instruction: Teacher may benefit from evaluating classroom time management and assigning student responsibilities to keep the class on track. I will check in with Teacher within 1 week to discuss how assigning student responsibilities is working.

I will be in contact with Teacher in the upcoming weeks to connect with him about his experience in the Professional Development session and to plan a follow up walk through within 6 weeks from today.

Teacher Comments:

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____