Case Study: Mr. Roth

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Observation Reflection

Mr. Roth's positive relationships with his students begin from the moment he greets them

into his classroom. He greets them all by name, and even holds conversations with them about

non-academic topics. It is obvious that he cares about them and their lives outside of school,

which in turn makes students feel more comfortable in his classroom, knowing they are with

someone genuine. The class is clearly aware of classroom expectations and have a good routine

and procedures already set in place. Mr. Roth's students followed directions, worked

collaboratively, and completed tasks with minimal distractions. When it comes to classroom

management, proactive planning is a major key in helping eliminating issues.

Based on the description, Mr. Roth's observation contained all the components of a well-

structured lesson. He began class with a warm up, and simultaneously utilizes this time to catch

up a student whom has been absent from class. When going over responses to the bell-ringer, not

only did he allow students who willingly wanted to share, but he randomly selected a few as

well, keeping the class attentive and on their toes. Before beginning the *Marbury v. Madison*

lesson, he made sure to go over the lesson's objective as well as give students preliminary

questions to guide their thinking and discussions. He also reviewed essential vocabulary prior to

reading, which is certainly helpful when learning something new.

In one instance, there were two students who were not engaged during the lesson at all. At

times like this, I have witnessed teachers use this as an opportunity to yell and get them on track,

but instead, Mr. Roth went over to them, avoiding embarrassment, and quietly reminded them of

the expectations. I did not observe much of any differentiation during this lesson. Most of the

learning and tasks were collaborative or whole class. Even when students did work in small groups, they were separated according to seating proximity, not similar ability or any other rationale.

I observed students using higher-order thinking skills when they had to explain why their individual groups agreed or disagreed with other groups' opinions. They were also asked to predict what would happen if there was a different decision for Marbury v. Madison case, which requires applying content to understanding. Based on the description given, I did not observe any use of technology during the lesson, except maybe when he displayed the bell ringer for students to complete. Although technology implementation is highly encouraged, in this case, I would say learning occurred just as well without it. Students were still engaged, and were able to demonstrate their learning in several methods (group work, exit ticket, bell ringer, etc.).

Post-Conference Preparation Questions

During our post-conference, I would certainly start by letting him know that I thoroughly enjoyed watching his lesson, as it truly contained all elements of great classroom learning and teaching. Because this lesson ran so smoothly, I would love to ask him about the challenges he faces with his students and how he manages and plans for them within his day-to-day instruction.

Some positive feedback I would share with Mr. Roth was how he did an excellent job sticking to the objective, reinforcing key concepts to ensure students took away what they needed to learn from the lesson. I also wonder if he knows how powerful it can be to incorporate multiple content areas into one lesson. Using text features, understanding essential vocabulary, summarizing, etc. are all skills not only used in language arts, but social studies as well. The only

constructive feedback I would have for Mr. Roth are to incorporate more differentiation options during small group learning. I would also recommend for him to use some of that time to maybe possibly work with a small group or even an individual student on concepts or skills they may be behind or ahead in.

In addition to the constructive feedback, one suggestion I would have for Mr. Roth would be to think about incorporating technology within his lessons. I would ask him first if he has any ideas of ways we can implement technology, for instance if he were to teach this lesson again next year. I would suggest websites and apps for transitions and selecting students (online noisemakers, timers/countdowns displayed on the board, etc.) I would also personally suggest several applications that I have seen teachers use successfully for positive reinforcement.