

Guiding Questions

31 students

- What do you notice about time management within the block period?
 - How is time being used by both the teacher and students?
 - Who is doing the work and what is the nature of the work?
- How is the block period broken up?
- What activities, routines & procedures do you notice?
 - How long do the activities last?
 - Do you see any cross content activities occurring?
- How are transitions being used and what do they look like?
- Do you see any strategies for skills based classes where endurance may be an issue?

Classroom: Mrs. Elliott Language Arts 7

Learning Activities: _____

Learning Goal: Citing Sources

Time	Teacher	Student
7:30	Persuasive Essay I decided I'm going to write laws	Example: write to make a state bug my dad's a police officer - another child of a police officer shoots
7:37	Shows video from shooting	
7:40	Teacher reads article about shooting - boy shot himself in 2010 with dad's gun planned stepdown plan - dad fired	
7:42	Take out your article "Did you finish your essay?" Student teacher asks if anyone needs another copy of the article	Students take out their articles
7:44	work at articles we are going to make a poster including citations, significant quote, drawing, what do you need when you have a quote "what is an illustration" "what is our essay about" Explain the significance	"quotations" "Drawing" "cap laws"

what is your connection? 2006-63 preschmeds
 48 pages
 killed by guns in US

Time	Teacher	Student
7:46	<p>also include key words I will give you a rubric in a second.</p> <p>This will be an assessment for our learning goals → citations, examples, evidence</p>	
7:48	<p>Teacher shows examples Fault of adults, not children that the kids die Notice bulleted evidence I'd like you to use your colored pencils to make these colorful.</p>	
7:50	<p>any questions? not much wait time while you are working. I will talk to some of you about your essays.</p>	
7:51	<p>Come and get paper etc.</p> <p>You will have the rest of class to work on this. How does that sound?</p>	<p>How long do we have to work on this?</p>
7:52	<p>we will listen to music, you can chew gum, although I hear this experiment isn't going well.</p> <p>..... what are you working on - you have a blank piece of paper - great. get to work.</p> <p>when I call you back, I will give you your progress report. when you come back, please bring your rough draft</p>	<p>Students begin work on their posters.</p>

Time	Teacher	Student
	<p>Which us due today.</p> <p>Trusts head back around " it will be soon if you don't start working</p>	<p>.... turn down your music it's too loud! " is this a massage?"</p>
7:58	Student Teacher/Para hands out rubric	
7:59	TA? passes out practice MSP to a few students	why do I need to take this?
7:59	<p>Hey guys, you might want to use these templates from your essay.</p> <p>(Teacher says that she has lent to an AVID template 8 years ago and she uses all of them - said she has always used these for ELL students)</p> <p>Student teacher: "She's with an adult, what are you doing? Get busy" "Show me some progress"</p>	
8:00-8:30	Teacher conferencing	students working, playing, talking, listening to music
8:30	Teacher makes an example of a kid who is spending time looking at ipod.	student quiet down - some kids working, checking out music
8:31	Teacher circulates	

hard to see info on board

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Classes

- Spanish I
- World Languages
- Intro to Spanish

Professional Behavior

You have 5 days
Positive Negative

17 students

Classroom: Spanish 8 : Mrs. Bailey

Learning Activities: _____

Review food, definite articles

Time	Teacher	Student
9:00	Buenos Dias class	Buenos Dias Senora Bailey
9:01	Take out your packet Announcements	
9:02	Teacher shows schedule on the board • First essay → practice for test	
9:04	Begins going over the packet - explains directions I am not going over all of these because I am collecting it to grade it.	students fill in. students work (completely quiet) → can use vocab sheet at this point.
9:05	When you finish your packet, turn it in and you can pick who you want to work with today.	
9:06	once you get in your group, make sure to pull out your vocab sheets; you want to make sure that your work on your translation is perfect.	students get up to turn in packets and move desks to make groups (small 3, big 6, 8)

Note: same textbook that we have

Translations w/ Food Vocab

Time	Teacher	Student
9:10	NO, we just had a quiz	"Didn't we just have a test?"
9:11	Teacher renews question words "I'm going to come around with my colored pen and give a star if it's right and circle or underline it if there is an error."	Students call out English translations of question words.
9:15	Teacher circulates and marks/gives feedback. Teacher asks probing questions	Students work together. I observe work during
9:32	Teacher stops work to ask clarifying question because she is noticing some mistakes	"I told you!"
9:38	Too much chatting over	Students are working hard-impressive
9:40	In the next five minutes you should be on the last page.	
9:45		We mostly work in groups of four, we work on our own and ask each other if we have questions.
9:50	You should be finished in the next ten min.	
9:52	Teacher continues to circulate	
9:55	You should be done in four minutes.	
9:57	As I look at just papers, it looks like you have 3-4 more to do. Let's take six more minutes	

+ lots of work time
 she is giving feedback to all students
 not keeping track for herself but all kids know what they know/don't know
 she has a good sense

Time	Teacher	Student
10:01	study that word what is that word, an adjective, where does that go?	after the noun
10:06	You all got a lot of feedback what do we need to study • spelling • accents	• def articles • plurals
10:08	We are going to review some verbs before we go • conjugate verbs Teacher models what other verb has a stem change? take your pen or pencil and underline gusta/r	students conjugate kids call out five forms students fill in the blanks.
10:15	So... are you finished	students call out answers
10:16	Principal walks in what's the answer that goes in there? • on hold up, I heard different answers explains the answer	students call out answers
10:19	Principal exits	students complete this section of the packet.
10:20	Didn't we say we need to work on adj? Find water on vocab sheet I'm sorry what?	call out answers loudly students work on the next sections
10:24	Teacher circulates	
10:25	If you want to come in, I am available before school on Weds and after school on Thursday	kids move desks back

1 CED

Redmond Jr. High Visitation to MBMS

March 14, 2012

First Period Classes available... (7:30-8:56)

World Cultures 8	room 244	Mrs. Bailey
Read 180	portable	Mrs. Cleve
Stem 7/8	room 221	Mrs. Dylan
Language Arts 7	room 225	Mrs. Elliott
Language Arts 8	room 110	Mrs. Farrell
Social Studies 7	room 223	Mr. Obeso
Science 8	room 240	Mr. O'Brien
Health 7	room 246	Mrs. Olson

Second Period Classes available... (9:00-10:25)

Bass Choir	band room	Mr. Wagner
Math 7	room 242	Mrs. Sligar
Language Arts 8	room 125	Mr. Simpson
P.E. 7	big gym	Mr. Ozaki
Social Studies 8	room 112	Mr. Fischer
Science 8	room 114	Mrs. Downs
Intro to Algebra	room 121	Mr. Clark
Spanish 8	room 244	Mrs. Bailey

Third Period classes available... (7th grade 11:04-12:31) (8th grade split 10:29-11:09 and 11:48-12:31)

Scheduling information Conference room Mr. Newall and Mrs. Downs (11-11:45)

Band 8	band room	Mr. Wagner
Social Studies 8	room 119	Mr. Crosby
Intro to Algebra	room 123	Mr. Wells