University of Maryland – College of Education: Department of Curriculum and Instruction
Observation Survey

Intern: Eman Haggag

Mentor: Amanda Macdonald

Observer : Jason Yip
School: Blair HS
Subject: Chemistry
Date: 3/26/09

Planning
Lesson: Molairty 28 Students Mainly Very diverse class, majority African American.
Delivery **What are the students' reactions during the class?** Warm Up and Homework: 9:25 – 9:40 am Kids are asking questions and responding to the warm up and homework review. Students are requesting how to do the homework problems Both girls and both are calling out the answers The last two rows in the class have not said much. When asked to read, the student reads the problem out. It is difficult to tell what the students in the back are thinking, most of the discussion is occurring in the first three rows. Learning Check – 9:40 am – 9:48 Students are talking in the front as they are trying the learning check assessment. Eman move to the back to check on the back row students. She then travels back to the front. Some students are trying the problems, others are just sitting still. Some students have heads down. Some students raise hands for help. The majority of the class get the problem right.

Once the discussion begins again, it is the first three rows of the class that participate. The last two rows are silent or have their heads down.

Pre-Lab: 9:48 – 10:04

Students are copying the pre-lab notes from the board to the worksheet.

The majority of the class is silent, some are a little goofy

"Why are we learning about concentration?" → Good question!

Eman tells a story about a concentration about acid, the class is silently listening. After the story is over, they react.

"Do you like Kool Aid?" → Kids get excited about it.

Student in the back is playing with an iPod

When Eman explains the lab, most of the students are quiet.

The lab challenge: To create a 2 M solution of Kool Aid in 100 mL.

Gives an absurd scenario, students are able to correct the scenario.

Same student in the back has his head down for almost 15 minutes now.

Eman continues to go through and break the lab into small pieces.

Students respond what materials are needed → Kool aid, plastic cup, volumetric flask, etc.

Eman: "Show me your calculations?"

Lab: 10:06 – 10:34 am

Transition to the lab is very smooth.

"Don't do anything with the equipment until you do the calculations."

Majority of students are attempting to calculate first, this is good.

Eman goes around and check the students work.

Five lab groups split up, with 4 – 8 students per group. Students split up based on their natural inclinations. Interestingly they split based on ethnicity.

The students rely on the molarity circle diagram for their calculations.

The sleeping kid is now awake during the lab.

Students are going to Eman and check their work.

Some students are coming to Eman for an explanation of the work.

One group of students I am observing are explaining the math to each other, another group calls for Eman. She is checking their work to see what is going on.

Some students are using the equipment now – 10:20 am

One group of students has created the solution by 10:26 am.

Another group of students is wrapping up. Some of them are walking around their desk area.

A third group of students is excited to get the 8 grams of Kool Aid on the scale.

As students are wrapping up, Eman is starting to setup to make Kool-Aid to drink for the class.

One group of students has finished, but is starting to goof off in lab.

Wrap up – 10: 34

Students transitions smoothly from lab to desks again.

Eman rewards the class with Kool-Aid, although many of them rush to the drinks in a chaotic manner.

Students transition from Kool Aid to desks again 10:39

This time the transition is a little more difficult.

Homework has been passed out, due on Tuesday.

7 minutes left, pre-lab for next portion on dilution.

"Did you like the lab? What do you think?" → One student responds he liked the lab, but had conflict with some members in his group (jokingly).

Students are a little more distracted at the end, but are still answering questions. Last couple minutes are quiet. Reminds students its almost Spring Break, they get excited again.

Classroom Management

- Move to back during the assessment to check on students.
- Goes around during lab to make sure students are on task.
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Assessment of Learning

- Lots of questions given out to the kids to answer during discussion
- Sample problems up front
- Learning check – Using the clickers
- Initialing papers to show calculations in the lab.
- Goes group to group to check on the students' progress.

Intern Reflections

Pluses	**Upgrades**
• Clear voice that is enunciated well. • Good presentation of the homework problems • The learning check is great, I really like your use of it. • Good question: Why are we learning about concentration? I think we should always be asking this. • The students are mainly engaged, particularly the first three rows. • Good scaffolding of the lab, you are asking really good questions that help the students follow through. • I like how you presented the absurd scenarios in the lab. • Wow, they are following directions in lab, amazing. Nobody is goofing off horribly. • I like how you go around initialing and checking each students' work. There is a lot of genuine enthusiasm in your voice. • It is nothing short of wonderful to see students get excited over making Kool-Aid. This lab had the potential of being boring. • Pretty good that you can get them to transition from desk to lab to desk again in under 2 minutes. • Lots of good and diverse activities,	• Call out specific student names during the lecture time. • Don't forget the students in the back of the class when you stand in front to talk. • This is a follow up to the question before, what do you think about the students that are sleeping in the back? • Think about doing part of your discussion in the back or sides of the class. • This might be a tough thing to do, but think about using a spectrophotometer to check the accuracy of their concentration. • How do you know when students are copying each other during the lab vs. if they are genuinely working in groups? • You do a good job already about moving around, just watch for some safety concerns. Some students were a little goofy in lab. • If you pass out Kool-Aid to 30 kids, you gotta find a more efficient way to do so. Probably best to do this at the absolute last 5 minutes of class. Dilution would have been better to be done before passing out the drinks.

warm up, homework review, lesson check, pre-lab, lab and wrap up.	