Classroom Observation Form

Instructor: Amin Bin Abu Bakar

Course: G11 DP Physics

Peer/Observer: Brian Kelley

Date and Time: October 30, 2018

Use criteria that apply to format of course observed. Criteria in red were observed directly

Review Section	Description/Comments
1. **SUBJECT MATTER CONTENT** (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	• Conservation of Mechanical energy. • Students split up into two groups and followed the directions on the task sheet • The students had to work in groups to set up their experiment (ATLs) • Related the task to the topic of conservation of energy • The groups reflected on their results as a groups towards the end of class.
2. **ORGANIZATION** (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors course)	• Task was on the board at the start of class. Students did not have computer because they were leaving for a WWW trip the following period. • Nonetheless, the teacher adapted to the situation and the students used their phones. • All materials for the practical work was set up beforehand by the teacher. That said, there were some technical difficulties due to the students leaving on break. Communicating what the students needed for class the day before would have alleviated this problem. • Students completed the task and then reflected on the results they recorded. Why they got them and what were some of the variables that affected the results. • Will review the worksheet and results again when they return form their service learning trip.
3. **RAPPORT** (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	• The teacher seems to have a good rapport with the students and had a sense of humor with them. • The students stayed on task and were engaged in completing the task • Teacher walked around and checked in with students to make sure they were on task and that they understood the relevance of what they are studying in regard to the physics course
4. **TEACHING METHODS** (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	• Looked at the topic of conservation of energy. Students did a reflective game where the students wrote down what they knew about the conservation of energy and were displayed on the board. The students then voted on the best definition. • The teacher also gave them group work to complete together. There was a lot of good group work being done and showed building of ATL skills. • The students used a variety of different materials (physical and technological) to complete this task • Students followed directions and problem solved as a group to complete the task • Students reflected about their results applying their critical thinking skills in the process.
5. PRESENTATION (establishes course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	• The teacher was well prepared for the class and clearly worked on preparing this course the day before. There was much material that needed to be prepped in order for the students to successfully complete this task • The students worked on setting up an experiment on conservation of mechanical energy • Students completed the task required and then looked at the measurements they recorded and related to the topic.

Review Section	Description/Comments
6. **MANAGEMENT** (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective class management)	• Well managed. Everything was well set up and organized for the students to succeed • Students were on task. Teacher did have to call their attention to the explanation a couple of time but there was a lot of interesting materials for the students and they seemed very excited to start the experiment. • Some students did speak mandarin in class, but they are not native English speakers and spoke mandarin within the group in order to complete the task
7. **SENSITIVITY** (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)	• Teacher spoke in a non-threatening way and was encouraging of all students to stay on task • The teacher made sure to circulate the room, visiting each group to help them troubleshoot any issues and to ask questions about their data and check for their understanding.
8. **ASSISTANCE TO STUDENTS** (assists students with academic problems)	• Students were helped by the teacher and he visited with both groups. One group needed more help to stay on task. Suggest that the teacher make the groups in the future so that the weaker and stronger students mix to ensure that each group succeeds in completing the task.
9. **PERSONAL** (evidences self-confidence; maintains professional comportment and appearance)	• Teacher was professional throughout and was clearly prepared for this task. Was able to answer all questions and could help students troubleshoot their issues. He knew the material well and answered all student questions.
10. **PHYSICAL ASPECTS OF CLASSROOM (optional)** (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	• ATLs are up, as is the IB Learner Profile. The grade descriptors for the course are up on the wall, but no course breakdown. This would be a great addition to the room to ensure that the students have a point of reference for where the information they are learning falls in the course.

Strengths observed: The teacher did well to improvise when some unforeseen circumstances presented themselves. The task was well organized and the students had the opportunity to engage in experiential learning by completing practical work that reinforced what they previously learned in the course. The class was well organized in advance and the students clearly enjoyed the task. I heard "this is awesome" and some students wanted to bring their data on their service learning trip to continue their investigation. The students were able to enjoy experiential learning and relate it to a topic they had already learned, reinforcing their learning in DP Physics.

Suggestions for improvement: Although the class was very well organized, giving specific time allotments to the groups to complete the different steps of the experiment could help to ensure the students maximize the use of their time in class. Also, make sure the students know what they need for class the day before (unfortunate that all students were leaving for a week the period after). One group needed more help to stay on task. Suggest making the groups in the future so that the weaker and stronger students mix to ensure that each group succeed in completing the task. Add the course breakdown to the classroom walls (or show this on the bard at the start of class) so the students understand what part of the course they are addressing and its percentage weighting.