

# Ensuring Educational Excellence

## Observation Log

*This form is to be filled out by the student observer during the observation period. Please provide detailed comments that will give your professors a clear understanding of the instructional and learning activity taking place during this lesson.*

Observer's Name \_\_\_\_\_ Observation Date \_\_\_\_\_

Observation Time: \_\_\_ to \_\_\_ Teacher Observed: \_\_\_\_\_ Technology Showcase Site \_\_\_\_\_

Grade Level: \_\_\_\_\_ Total # of students \_\_\_\_\_ # of Internet-connected computers \_\_\_\_\_

Subject Area Observed: \_\_\_ ELA \_\_\_ Math \_\_\_ Science \_\_\_ Social Studies \_\_\_ Other \_\_\_\_\_

List the objectives, and Benchmarks/GLEs this lesson addresses \_\_\_\_\_

Classroom Observation	Observer's Comments
<p><b>1. Class organization - How are students working?</b>  <b>NETS*T III B; III D</b>  <b>MARK ALL THAT APPLY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual students working alone</li> <li><input type="checkbox"/> Pairs of students</li> <li><input type="checkbox"/> Small groups (3+ students)</li> <li><input type="checkbox"/> Whole class</li> </ul>	
<p><b>2. Teacher role - What is the teacher's role?</b>  <b>NETS*T III B; III C</b>  <b>MARK ALL THAT APPLY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Directing (telling, lecturing) whole group</li> <li><input type="checkbox"/> Interactive direction whole group</li> <li><input type="checkbox"/> Modeling whole group</li> <li><input type="checkbox"/> Facilitating/Coaching</li> <li><input type="checkbox"/> Managing behavior or materials</li> </ul>	
<p><b>3. Teacher's use of technology</b>  <b>NETS*T II B; II D; III D</b>  <b>MARK ALL THAT APPLY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To present information</li> <li><input type="checkbox"/> To model a skill to large group (e.g., NOT coaching)</li> <li><input type="checkbox"/> For grading, attendance, or material preparation</li> <li><input type="checkbox"/> To retrieve information</li> <li><input type="checkbox"/> Other (write in) _____</li> <li><input type="checkbox"/> Not evident</li> </ul>	
<p><b>4. Teacher's use of technology to assess and evaluate learning</b>  <b>NETS*T IV A; IV B; IV C</b>  <b>MARK ALL THAT APPLY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> rubrics</li> <li><input type="checkbox"/> checklist</li> <li><input type="checkbox"/> graphic organizers</li> <li><input type="checkbox"/> portfolios/web folios</li> <li><input type="checkbox"/> constructed-response testing items</li> <li><input type="checkbox"/> not evident</li> </ul>	
<p><b>5. Student use of productivity tools</b>  <b>NETS*S 3 B</b>  <b>MARK ALL THAT APPLY</b></p> <p>Students using:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word processing, publication software</li> <li><input type="checkbox"/> Presentation software (e.g. PowerPoint)</li> <li><input type="checkbox"/> Spreadsheet</li> <li><input type="checkbox"/> Database</li> <li><input type="checkbox"/> Authoring programs (e.g. HyperStudio, video editing)</li> <li><input type="checkbox"/> Graphics or graphic organizers (e.g., Photoshop, Inspiration)</li> <li><input type="checkbox"/> Web authoring (e.g., Netscape communicator, FrontPage)</li> <li><input type="checkbox"/> Hardware (Camera, calculator, probes, PDA)</li> <li><input type="checkbox"/> Other (write in) _____</li> <li><input type="checkbox"/> None</li> </ul>	
<p><b>6. Student use of subject specific learning tools</b>  <b>NETS*S 6 A</b></p>	

<p><b>MARK ALL THAT APPLY</b>  Students using:  <input type="checkbox"/> Simulation software (e.g., SimCity, SimLife, Jasper Woodbury)  <input type="checkbox"/> Drill and practice (e.g., keyboarding tutorials, Reader Rabbit, games that teach specific facts)  <input type="checkbox"/> Problem solving (e.g., Thinking Things, Tessellations)  <input type="checkbox"/> Textbook-linked software  <input type="checkbox"/> Learning/Assessment software (e.g., Accelerated Reader, Star Reader, Star Math)  <input type="checkbox"/> Other (write in) _____  <input type="checkbox"/> None</p>	
<p><b>7. Student use of interactive communication tools</b>  <b>NETS•S 4</b>  <b>MARK ALL THAT APPLY</b>  Students using:  <input type="checkbox"/> E-mail  <input type="checkbox"/> Bulletin board, listsev  <input type="checkbox"/> Two-way video  <input type="checkbox"/> Other (write in) _____  <input type="checkbox"/> None</p>	
<p><b>8. Student use of research tools</b>  <b>NETS•S 5 A</b>  <b>MARK ALL THAT APPLY</b>  Students gather information from:  <input type="checkbox"/> CD ROM (e.g., encyclopedia or web-based databases)  <input type="checkbox"/> Internet search engines  <input type="checkbox"/> Internet web sites  <input type="checkbox"/> Teacher's web site, Launch Page  <input type="checkbox"/> Automated library system (e.g., OPAC station)  <input type="checkbox"/> Other (write in) _____  <input type="checkbox"/> None</p>	
<p><b>9. Purpose of research tools</b>  <b>NETS•S 5 B</b>  <b>MARK ALL THAT APPLY</b>  Students use technology research tools:  <input type="checkbox"/> To locate information independently (e.g., use self selected search strategies – keyword search, etc.)  <input type="checkbox"/> To locate information under teacher direction (e.g., using teacher bookmarks, web page with constructed links, teacher-specified keywords)  <input type="checkbox"/> To select information by cutting and pasting, taking notes, printing, downloading)  <input type="checkbox"/> None</p>	
<p><b>10. Students' level of technical skills</b>  <b>NETS•S 1</b>  <b>MARK ONE</b>  Students level of technical skill:  <input type="checkbox"/> Need lots of help  <input type="checkbox"/> Somewhat skilled, but need help of teacher  <input type="checkbox"/> Independent - clearly knows how to operate the hardware and software they are expected to use and/or strategies are in place to assist students with problems so work is not slowed down.</p>	

**Discuss instructional strategies you observed in this technology lesson that reflects teaching strategies learned in *MSU Methods/Management* courses, as well as, during the *E3* training sessions?**

