

Student: Dustin Salmon

Classroom Teacher: Dennis Healey

Subject: Career & Tech Ed

Grade Level: 6-8

Dates: 3/3-3/5 & 3/22-3/24

Practicum Observation Form #1: Classroom Environment

1. He is very calm with the students. He is able to hold the room without raising his voice. He is also willing to meet the students halfway.
2. I did not see any characteristics that would lead to a negative classroom experience.
3. Mr. Healey made it clear to the students that they could have IPAD time if, and only if, they completed their work. He also did not budge on this, which helped to keep the class focused.
4. Rows with 3 to 4 computers/stations on each side of an aisle. Having computers makes it difficult in terms of focus however, having the students face forward is a great idea because it is harder for them to interact with the entire class, or at least more than 2 or 3 other students.

Practicum Observation Form #2: Classroom Management

1. Back of the classroom. The classroom is basically a computer lab, the students pass him as they come in. He was able to greet every student as they passed by.
2. Pretty standard approach. These classes are very hands on so Mr. Healey would go over the plan for the day then set the students loose, moving among them to answer questions.
3. They were effective. He would break down a task, let the students know how much time they had and give time announcements as they got closer to the task change.
4. I did not notice much other than the louder students received the most attention. Some of the quieter students could have used more help at times but they were overshadowed.
5. I was surprised that Mr. Healey seemed to use inquiry-learning. Or at least a style of it. It would have been quite easy to just present the facts of the lesson to the students since, for example, using a 3d modeling program to create objects has a set of steps that must be completed. However, Mr. Healey asked questions and created scenarios that made the students think critically about how to approach the assignment. I thought that it was highly effective.
6. Rules and Guidelines were posted and clear which made it easy for Mr. Healey to reference. He would go noticeably quiet when he wanted the students to pay attention and this seemed to work well.

Practicum Observation Form #3: Student On-Task Time

1. The students were either on computers or building/driving a remote control car. This made it quite easy to see who did and did not understand the content. With the cars they either were not built correctly, or they were not able to drive the cars. With the computers the students would start surfing the internet or playing Minecraft as soon as they struggled.
2. He has a very casual rapport with the students.

Provided Time for Students Practice of Lesson Content: Yes

Provided Feedback to Students: Yes

Used Meaningful Verbal Praise for Student Efforts: Yes

Used a Number of Different Teaching Strategies: Yes

Practicum Observation Form #4: Student On-Task Time

1. I would say that this depended on the class. 2nd period 8th graders were focused 90% of the time. That class was amazing. Extremely focused. 4th period 8th graders were focused around 30-40% of the time. They were much harder to keep in control.
2. It is hard to keep many students on task when they have computer and IPAD access all class period. Mr. Healey would continually ask for the classes attention even if they were not wavering in order to keep their focus on him and what he was explaining.
3. As I said in the previous question, the computers added another level of difficulty to student focus. The computers seemed to be pretty wide open in terms of finding games online, which the students obviously knew all about and tried to exploit.
4. Mr. Healey used Minecraft and other online games to his advantage. If the student wanted to play, they were absolutely able to once their work was completed. No exceptions. The work also had to be completed at an adequate level.
5. I would ask for the access to the game to be removed by the helpdesk department so that they were not even an option for the students. However, if the students made great progress on their unit, I would allow a class period where the restrictions were removed, and they could play Minecraft as a reward.

Practicum Observation Form #5: Teacher Tasks

1. Mostly organizational tasks. He was always trying to refine his teaching process from class to class. I noticed that he would go back to his desk a couple minutes before the class let out while the students were packing up and he would make a few notes about how it went and how to change a few things. He taught 3 grades, so sometimes there would be another class or two before he taught that lesson again and he would use his notes to get himself back into the right mindset.
2. The students were using a 3d modeling program called Autodesk Inventor. The students were practicing making basic 3d shapes so that they could use them together to complete the final process which was building a playground with slides, monkey bars, platforms, and a climbing wall.
3. Yes. Midway through period 3 an announcement came on that all teachers needed to quickly schedule their first vaccine shots. He took about 3 minutes to explain the next couple steps, ask for the students to stay focused while he did something important and quickly used that time to sign up for his vaccine.
4. Tasks:

- a. First 5 minutes were greetings and students getting logged in and into their programs.
- b. 5 minutes of reviewing what was done in the previous class period and outlining the last few days of the unit.
- c. 10 minutes of instruction on what to do that day.
- d. 15 minutes of students working while Mr. Healey and myself walked around the classroom answering questions.
- e. 20 minutes of reviewing with some instruction at the front of the class while the class finished the day's assignment.

Practicum Observation Form #6: Lesson Evaluation

1. In this lesson the students were focused on making the Climbing Wall (this information will be included with my lesson plan). The base board and the handholds. Mr. Healey wanted them to use previous knowledge from the prior lesson plan to create a square surface with recessed mounts for the handholds. They students also needed to remember how to create 3D circles, combine the 3D circles, and mate them to the board.
2. The essential knowledge came from previous lessons where the students learned how to make basic shapes. This took it a step further by requiring them to make those shapes, put them together, and make sure that they were placed in the appropriate places on the board.
3. Learning activities in order:
 - a. Create a rectangle, extrude by 3".
 - b. Extrude 2" circles INWARD 2".
 - c. Create the base to the handle, a circle with a 2" circumference, extrude 2".
 - d. Create a smaller "hold" for the handle, 1" circumference, extrude 1".
 - e. Mate the 2" base handles with the internal extrusion, thus connecting the handles to the climbing wall.

Mr. Husen

Originally, I was going to fill out the 6 forms for Mr. Husen as well, but I realized that that many of the answers would be the same. However, I would like to highlight a few differences.

From Form #1: Mr. Husen used humor much more than Mr. Healey which helped to create a positive classroom environment. The risk here is that too much humor can lead the class to getting off track. Mr. Husen did a great job of pulling the students back on track when this did happen. The room was laid out slightly differently. Instead of rows facing the front with a desk at the back, Mr. Husen's desk was in the front corner next to the white board. The student's desks were in pods, facing each other. I preferred the rows from Mr. Healey's class because I felt it was easier to see from his desk which students were playing games or surfing the internet. The students also had less people in their view to talk with.

From Form #2: Mr. Husen would wait outside of his class to greet the students as they came into the classroom. This started things off in a positive way. Mr. Husen was much more concrete in his transitions between activities. The ends of activities were more concrete. I did not notice bias towards

any students, positive or negative. Similar strategies and disciplinary actions (Mr. Husen and Mr. Healey worked closely together on planning lessons).

From Form #4: Students stayed on task more often, I'd say 80% on average. There were not the swings from high to low like in Mr. Healey's classrooms. As in Mr. Healey's classes, the computers were the main culprits.