

**xxxxx  
PUBLIC SCHOOLS**

Date: January 28, 2010

To: Betty

From: Principal

Subject: Observation on 1.27.10

**Lesson Overview**

Mrs. xx taught a science lesson with six third and fourth grade special education students (Intellectually Disabled). The 30 minute lesson was organized into three sections: review of birds that have been studied in class with books and posters, materials to make bird feeders, and the actual hanging of the bird feeders in the school courtyard.

**Standards of Performance Observed:**

As the observation began, Mrs. xx sat at the kidney shaped table with the six students around it. She reviewed books on robins, crows, cardinals, and blue jays. At times, Mrs. xxxx read from the books. She asked students, "What sounds do birds make?" (**Planning and Assessment: Selects appropriate resources to meet individual and group needs**) Student's volunteered responses, tweeted like birds and some flapped their arms. At times students would get in each other's space at the table, Mrs. xxxx would say, "Stop" and at times they did. (**Learning Environment: Manage disruptions as they occur**) Mrs. xxxx discussed with students about the winter weather and how birds need to fly south to keep warm and eat.

Students were then shown a bird feeder in the book. (**Instruction: Encourage academic curiosity**) Mrs. xxx said, "Today we are going to make our own bird feeder." She pulled out a pinecone. "What are these?" Students pointed to the pinecone. "Where do we find pine cones?" Several students answered at once. Mrs. xxx pulled out plastic knives, she discussed how to use the knives and be safe with them. (**Learning Environment: Encourages students to show responsibility**) Students received a pinecone, a plastic knife and peanut butter to spread around their pine cone. After they completed the smearing of peanut butter they then dipped the pinecone in bird seed. Students appeared to enjoy what they were doing and were very proud of their bird feeder. Mrs. xxx dismissed each student to wash their hands and get their coats on to go outside. (**Instruction: Provides opportunities for guided and independent opportunities**) The last part of the lesson was to take the bird feeder out to the courtyard and hang the feeders. Students enthusiastically hung their feeders from the trees with some help from Mrs. xxx and the instructional assistant. The students then lined up to go back to their classroom.

After arriving back in the classroom Mrs. xxx asked students to sit down at their seats. For 7 minutes students just sat at their desk while Mrs. xxx and the instructional assistant cleaned up and gave out

behavior stickers for positive reinforcement. At times O would take her sticker chart and hit P. P would hit O on the arm. This happened three times. A wandered around the room with a yellow rubber band in his mouth. Mrs. Xxx continued to circulate around the room and then said, “we are going to play a game”. She called students to the carpet.

### **Diagnostic Focus:**

The objective of the lesson was not written anywhere in the room. There was no daily schedule listed for the day. This is not the first time this has been brought to Mrs. xxx’s attention. It is important for students to know their schedule each day and have objectives listed for students to understand what is expected of them. (**Learning Environment: Communicates Learning Objectives**)

At the beginning of the lesson when Mrs. xxx was reading from a book about birds, one student had both hands in his pants and proceeded to touch other students with his hands. As soon as he made eye contact with the principal he immediately stopped his activity. Mrs. xxx needs to be aware and engaged in student’s behavior. (**Learning Environment: Manages disruptive situations as they occur**)

Upon returning to the classroom after hanging the bird feeders, A continued to walk around the classroom with a large yellow rubber band in his mouth. The rubber band was never taken from him. A does have a device he can put in his mouth, due to his disability, and he should have been using this device instead of a rubber band. This is considered a safety concern. In addition, students hitting one another should have been separated and not given a positive behavior sticker/positive feedback. (**Learning Environment: Communicates expectations of student behavior to student**)

cc: Local School File  
ID#