

SCHOOL DISTRICT OF JANESVILLE
Janesville, Wisconsin

**Direct Supervision
Instructional Supervision Cycle Summary**

Staff Member: Ms. Cheryl Williams
School: Marshall Middle School

Principal: Steve Salerno
Date: April 16, 2004

Date of Pre Observation Conference: Ongoing – Planned since early March

Date of Observation: April 15, 2004

Date of Post Observation Conference: April 16, 2004

Summary

Type of Classroom Activity Observed:

Ms. Williams is working on a degree in library and information management. Ultimately, she hopes to secure a position as a Middle School IMC Coordinator. As a result, I had the chance to see her work with a group of 24+ eighth grade students on a topic related to research.

During the post-observation conference, we concurred that:

The instruction is effective and students are learning:

As part of a research unit, Ms. Williams is working with Mrs. Sonka's 8th grade Communication Arts class. She shared the "Big 6" steps to problem solving. She thoroughly reviewed the importance of defining the task, how to best seek information, where to locate and access information, and how to use, synthesize, and evaluate information found.

Instructional strategies/materials are used to meet all of the students' learning styles:

We often stress the importance of getting our students to think critically. Ms. Williams did a fine job of incorporating Bloom's Taxonomy of Higher Level Thinking Skills in her instruction. Moreover, Ms. Williams brought relevancy to the lesson for her students. She said, "If you use these steps throughout life, you will be able to problem solve more easily. You don't just have to use these steps to write a term paper."

Good planning is evident and time is used effectively:

Clearly, a great deal of time went into planning a meaningful lesson for the students. A user-friendly handout was created and copied off on bright orange paper. It allowed students to see the flow and connection of the "Big 6" steps.

Students are motivated to learn and they are actively involved in the lesson.

The students were with you every step of the way. As students planned and outlined a mock trip to New York City, they got actively involved. They raised their hands to offer

their insight on items they needed to think about before they left for a trip (Where to stay? How to get there? Who is going?) and how they would access information about things to do while in New York (e.g. brochures, internet, travel agent, etc.).

Rapport and good interpersonal relations with students are evident.

The students had very little experience in working with Ms. Williams. However, she did a super job of creating an environment that was positive and conducive to students' learning. Students felt comfortable in answering questions without concern for how their responses would be received. In addition, Ms. Williams' down-to-earth style, friendly demeanor, and good sense of humor held her students' interest.

In addition we agreed that:

Analysis, synthesis, and evaluation are important skills in learning. They are among the most difficult concepts to teach. This is especially challenging given the wide dichotomy of students' aptitude that comprises our classroom population. I commend Ms. Williams for her willingness to incorporate and emphasize these essential skills.

Ms. Williams did a fine job of checking her students understanding. After sharing the lesson with her students she asked them to answer a series of questions. If they were correct in their response, a treat was provided.



Signature of staff member



Date



Signature of supervisor



Date

Copy: Principal
Director of Human Resources