

RM Easiteach Classroom Observation Sheet

	Subject Science
Age Group/Year Year 2	School SR OKPB Bukit Sawat
Date of observation 11 May 2015	

Key assessment objectives

Teachers:

- Show appropriate use of RM Easiteach
- Demonstrate competent understanding of RM Easiteach features
- Demonstrate a well-planned teaching session
- Demonstrate good use of questioning techniques to ensure all pupils are engaged in whole class interactive teaching,
- A good balance of activities verses information delivery within the use of RM Easiteach
- Demonstrate good classroom management of pupils

Pupils

- Demonstrate confident use of the Interactive technology
- Are enthusiastic about learning
- Are able to talk confidently about what they have learned

For each of the above points below are some examples of what the evidence might look like

Show appropriate use of RM Easiteach

RM Easiteach was used to take students through a series of activities on light energy. The lesson also had good opportunities for the pupils enhance their literacy skills in listening, spelling and vocabulary. The teacher was able to do this seamlessly in her delivery of the lesson.

Teacher used the RM Easiteach and the vertable for providing background information and directions, had students use interactive tools, and designed higher level thinking activities that involved student participation, and problem solving. Furthermore, the interactive technologies were used to effectively assess student learning and allow for reflection of learning by students as well as the teacher.

The lesson ended with an activity that allowed pupils to review the lesson individually by answering a worksheet.

Demonstrate competent understanding of RM Easiteach features

Teacher used a variety of easiteach features not only to allow pupils to have interactive activities but also to make the design of the lesson more interesting and appealing.

There was an effective use of multimedia in the lesson. "Movie time" allowed pupils to watch and listen attentively to a video and was followed by an activity to check

on what the pupils have learned from the video.

Use of shortcuts and links were maximized to provide efficient and effective transitions with no lost learning time.

Demonstrate a well-planned teaching session



Lesson plan contained details of the activities to be carried out. It was good that pupils were not just asked to drag and drop every time since it allowed the teacher to see any difficulties with the pupils. For example, pupils were having some difficulties in the spelling and the teacher was able to help them with it by getting the class to correct the errors.

Not including all possible answers in the word wallet was a good strategy and making it known from the very start allowed the pupils to really inspect the images and the choices presented to them.

Demonstrate good use of questioning techniques to ensure all pupils are engaged in whole class interactive teaching

Teacher asked good questions. Pupils were encouraged to answer them without necessarily being led to the answer. The teacher involved the pupils in the correction of the activities. Pupils were called to the front to correct a classmate's response. Pupils were allowed to fail in a supportive atmosphere with the rest of the class being ready to help anytime.

A good balance of activities verses information delivery within the RM Easiteach

Pages that contained only information were only to review pupils on what they have discussed in the previous session. Most of the Easiteach pages were used to get pupils perform activities on the board. The rest of the class was still engaged even when there's someone on the board.

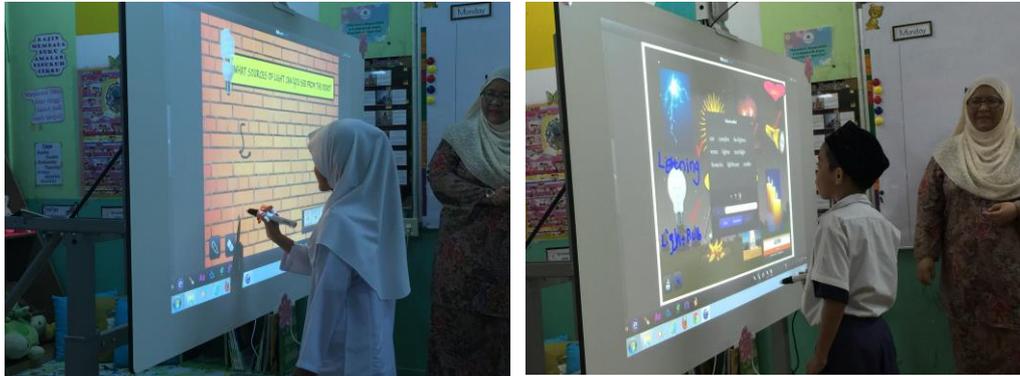
Good classroom management of pupils



The teacher was in command throughout the lesson. Off task behaviour was addressed effectively and appropriately. For example, she said pupils who misbehave won't get a turn to go to the board to answer on the board. This was a sign of how much pupils are eager to participate in the activity Since pupils were all quiet after that.

Pupils demonstrate confident use of the Interactive technology

Pupils used the activities and come to the front to do so. It was evident that pupils have already been using the interactive technologies in their classes as seen with how they use the pen. Some pupils were still a bit shy in using them but with continued use of the pen and the interactive technologies will surely make them adapt to its use quickly.



Pupils are enthusiastic about learning

Pupils showed clear enthusiasm for participating in the lesson. Pupils were eager and excited to answer the activities on the board. There were a number of "wow" reactions every time the teacher moves to the next page. Pupils even noticed which classmates haven't been randomized yet.

Pupils are able to talk confidently about what they have learned

Pupils were very responsive to the teacher and the activities they were asked to do. Pupils were able to answer activities confidently.



Tutor comments

- The teacher modeled effective and excellent use of the interactive technologies. Throughout the lesson, teacher was able to demonstrate the following:
 - Lively and encouraging towards the pupils.
 - Made sure everyone was on-task and was following the lesson.
 - Established a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
 - Actively listened and paid attention to pupils' needs and responses - took time to listen carefully to all students and to acknowledge their contributions
 - Created a warm, attractive, inviting, and supportive classroom environment.
- Overall, there was a student-centred use of board for most of lesson. Numerous pupils had multiple opportunities to interact with board

manipulating objects/completing activities. It was evident that pupils were engaged and participative during the lesson. Teacher was supportive and nurturing while still expecting much from all students.

Areas for development

- Deliver lessons in full screen to avoid popping thumbnails on the screen.
- On pages that contain only information but used hide and reveal/effects, the teacher could have asked pupils to be the one clicking on them.
- For the sorting activity, pupils could have been asked to be the one correcting the activity by asking them to move the objects they think are not correctly placed in the boxes.

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