



**November 10, 2023**

## **Mrs. Bisbee Observation**

### **Mrs. Bisbee – Second Grade**

Strengths – strong voice

*When I entered the room Mrs. Bisbee asked what she could do to help me, and who I was. I mentioned that I saw her last week and that I was here to observe. It was very obvious that she had no idea I was coming, and that she was insecure and not thrilled about me being in the room.*

9:40 Students are still taking their spelling test. Mrs. Bisbee is telling students how many letters are in each word and sounding out the words. At the end of the test Mrs. Bisbee puts a sentence on the board with missing words and has scholars write the sentence on their spelling test. She then gives direction to put the dividers away and hand in their tests. *This room is crowded the way it is set up. Mrs. Bisbee needs to have a routine and specific way to have students hand things in and get to their cubbies. They are pushing and shoving and they don't have enough room. While the scholars are trying to get their things out of the cubbies Mrs. Bisbee came to the back of the room and said loudly to me "We need new desks!" Ms. Bisbee has a chant "Eyes, (up), Mouth, (shut). It is loud, crude and sounds very disrespectful. :1, 2, 3 eyes on me" would be much better and more polite.*

Mrs. Brisbee tells the boys to go get their supplies. The girls are sitting in their seats. *Training our young people to be gentlemen would dictate that the ladies should be getting their supplies first.* The boys get their things and then Mrs. Bisbee tells them to turn to a particular page to start reading. She has a number of notes written on the board when one of the girls raises her hand and says "Can we get our things?" Mrs. Brisbee stops and lets the girls get their items.

Mrs. Brisbee tells scholars to keep their books closed while they review what they read yesterday. *This would have been the point of a review narration. She is asking very superficial, low level questions. When a scholar is taking or chatting with another Mrs. Brisbee uses a "eh, eh, eh" statement. There are specific words she can use to gain the attention of the students other than this constant "eh, eh, eh". With children this age, it is helpful to use terms and courtesies that draw their attention back to the classroom courtesies, such as, "Scholars, what is our ready position to learn?" Or "Scholars, is it polite and respectful to be speaking when someone else is speaking?"*

At this point, all scholars have books open and she has not given direction to do so. Mrs. Brisbee asks students what we call the location of a story. One answers "setting" and she answers yes and moves on.

10:06 She announces that she wants them to go through the story and find all the rhyming words. Students start looking and then she tells them that she is going to divide them in groups and they are to go to the spot she determines. Mrs. Brisbee starts dividing scholars into groups of two, it gets very noisy fast because she is taking too long to pick and choose who will work with whom. *If this is going to be a practice, and it is a good one to use, then there needs to be a constant process such as names on popsicle sticks, etc. or partners for the quarter, etc. so that she can get it done quickly and scholars can move. This process was messy and long and wasted valuable minutes. At this point Mrs. Brisbee comes back to where I am sitting and says, "Could you tell me what observations you are taking?" I answered "Curricular".*

10:11 Mrs. Brisbee announces to class that she wants one person to find the words and the other to write them on the white board.

10:17 Another EYMO, gives direction to put white boards away. Never went to the board and asked groups for the rhyming words so that they could, as a class, review what they found. Directs children to go get cursive books. Again, this is disorganized and students are bumping one another. One steps on another's



*Assisting parents and education professionals in their mission to develop exemplary citizens equipped with analytical thinking skills, virtuous character, and a passion for learning built upon a solid foundation of knowledge.*

fingers. During this chaos Mrs. Brisbee announces that we are going to get snack and then we are going to work on page 21 and 22 in their handwriting book. *4 minutes pass before everyone has their books at their desks and they are asking if they can go get their snack. She shushes the class and says, "You'll get your snack when I tell you to get your snack"*

10:20 Mrs. Brisbee allows three scholars to go get snacks and then the rest of the class randomly gets up and goes and gets snack. *There needs to be a system for this. Children don't need to be going in and out and slamming the door. They should bring their snack into the classroom in the morning and set it on the counter so it is easily accessible. Please see the curricular/academic recommendation for this activity. Pedagogically, this is an extremely poor practice. Scholars are not in the ready to write position. Many are sitting on their feet, they are eating with one hand, not holding the paper and writing with the other hand, many are holding pencils incorrectly, some are making letters backwards. Three students are done and are now distracting the rest of the class. Mrs. Brisbee directs them to go get their winter clothes, again in and out of the classroom.*

10:27 We now have three boys that have been idle the entire time, and four students who have not even yet begun the page because they are eating their snack. *When it starts getting noisy Mrs. Brisbee takes a personal offense posture and starts lecturing scholars on how they are supposed to follow her directions. Many look at each other. This is an indication that she is not confident in her practice. She is very nervous and scattered.*



EDUCATION  
*Transformed*