## **Time Management Observation**

**District: Tooele County School District** 

School: Northlake Elementary

**Teacher: Hui-Yen Huang** 

**Department: Elementary** 

Grade: 2

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School Year: 2016-2017

**Observer: Renee Milne** 

## **Time Management Observation Report**

# **Teacher Strategies**

**Start Times**: Teacher gives students a Time Limit to begin working on assignment(s).

**Completion Times**: Teacher gives students a Time Limit for the duration, or end, of assignment(s).

**Delivery**: Teacher uses authoritative stance and Voice to communicate Time Expectations.

**Clarifications**: Teacher clarifies or reinforces the Time Expectation through nonverbal means, such as pointing to a clock or to posted Times.

**Chunking**: Teacher divides assignments into manageable Time frames.

**Direction**: Teacher moves toward slowstarters or those who might not start or finish on time (Proximity).

**Support**: Teacher adds Cues to support Time Limits, such as *Table Two is ready*. *Andrea has begun...* Teacher whispers to students who are not heeding Time Expectations.

**Management**: For tasks of duration, teacher helps students track Time

## Strategy appears to be ...

- 3 Apparent (used but not in all situations)
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- 4 Well Done (used consistently and appropriately)
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remaining: e.g., by using a countdown or by announcing Time remaining.

**Extension**: Teacher makes provisions for student(s) who cannot complete tasks in allotted time.

• 4 **Well Done** (used consistently and appropriately)

## **Student Engagement**

Total number of students in class: 18

Approximate number of students engaged: 18

Student engagement: 100%

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#### **Celebrations:**

When I observed your students were working on characters. They had white boards and markers to complete the task you modeled for them. The kids did a very good job at speaking only in Chinese. One said hello to me and said Mrs. Milne but then corrected himself to say it in Chinese. Another one told you he needed a new marker in Chinese. They were very quite while working. There were a few comments made but all in Chinese and seemingly about the task because you did not correct anyone but elaborated on what they said. Your classroom was very comfortable and lends itself to learning.