

Lesson Plan and Observation - ED 321

Observation # 1

PLANNING AND PREPARATION

Standards 1,7 (Conceptualization, Diagnosis)

Knowledge, Skills, Dispositions	Evidence
<ul style="list-style-type: none"> • Demonstrates knowledge of content and pedagogy • Chooses and creates learning experiences based on appropriate objectives • Selects services or resources, e.g., media, technology, materials, to reinforce instruction 	<p>The lesson plan and its implementation indicate your knowledge of content and of pedagogy. You were aware that students were beginning a unit on poetry so you started them off with a bio-poem where they could share information about themselves. Having a model to share with them was a good idea as it provided them with some sense of what they were expected to accomplish.</p>

No Evidence

Minimal Evidence

Sufficient Evidence

Extensive Evidence

CLASSROOM ENVIRONMENT

Standards 2,3,5 (Coordination, Integrative Interaction)

Knowledge, Skills, Dispositions	Evidence
<ul style="list-style-type: none"> • Reinforces a learning community in which individual differences are respected and in which students work collaboratively and independently • Plans for and delivers motivational instruction by relating lessons to students' interest, providing student choice, questioning and investigation • Organizes, allocates, and manages resources of time, space, activities and attention to engage students productively • Maximizes the amount of class time spent in learning by creating expectations and procedures for communication and behavior 	<p>You managed the classroom environment very well. You were clear with your expectations and gave students specific time frames to work within to accomplish the given tasks. You broke down the assignment into steps and asked that students connect with you before moving on – this was a good way to monitor their progress and to ensure that they were on the right track. This was an individual assignment but you allowed students to talk as they worked – at times the room was silent, at other times it was evident that they were excited to share. Giving them the option to converse worked well in this instance.</p>

No Evidence

Minimal Evidence

Sufficient Evidence

Extensive Evidence

INSTRUCTION

Standards 2,3,4,5,6,7 (Communication, Coordination, Diagnosis, Integrative Interaction)

Knowledge, Skills, Dispositions	Evidence
<ul style="list-style-type: none"> • Models and supports active listening, interactive discussion and thoughtful responses in reading, writing and other media • Uses different types of explanation, levels of questioning and discussion techniques to challenge and support student thinking • Actively engages students in meaningful learning • Adjusts instruction to meet student needs and styles in order to enhance learning • Varies her/his role in the instructional process in relation to the content and purposes of instruction • Communicates with sensitivity to cultural and gender differences 	<p>Your use of questions was a real strength of this lesson. Rather than give them the answer, you made them think through the issue and were able to connect to their prior learning. This is a great strategy as it reminds students that they possess important knowledge and skills and that the teacher does not just provide answers – nicely done. You were required to think on your feet in several instances, and you handled each situation appropriately. This is a skill that will serve you well when working with middle schoolers as you never know what connections they will make or questions they will ask. You varied your role throughout the lesson and were constantly focused on the students and their progress. Great job.</p>

No Evidence

Minimal Evidence

Sufficient Evidence

Extensive Evidence

ASSESSMENT

Standards 8,9 (Diagnosis, Integrative Interaction)

Knowledge, Skills, Dispositions	Evidence
<ul style="list-style-type: none"> • Uses appropriate formal and informal assessment strategies that are linked to lesson objectives • Monitors the impact of teaching on student learning, modifying plans and instruction accordingly 	<p>You indicated that you would use a rubric to evaluate their poems, which is a good choice. If students know what the expectations are ahead of time they can make some decisions for themselves about what to do/include.</p>

No Evidence

Minimal Evidence

Sufficient Evidence

Extensive Evidence

PROFESSIONAL RESPONSIBILITIES & REFLECTION

Standard 10 (Communication, Integrative Interaction)

Knowledge, Skills, Dispositions	Evidence
<ul style="list-style-type: none"> • Relates professionally and effectively with the cooperating teacher and faculty • Dresses professionally and consistently portrays a professional demeanor • Reflects on own performance in relation to Alverno Education Abilities and WI Teacher Standards 	<p>You were dressed professionally and maintained a professional demeanor throughout the lesson. You and your cooperating teacher appear to have a positive relationship, which translates well when you take over the class. Your self assessment indicates a willingness to make changes based on reflection and feedback, which is key.</p>

No Evidence

Minimal Evidence

Sufficient Evidence

Extensive Evidence

Summary Statement and Areas to Concentrate on Improving:

Autumn, this was a strong first lesson. You appear to be very comfortable working with middle school students and work to prepare lessons that will keep students motivated and engaged. You were very prepared and that allowed you to make adjustments on the spot as needed. These changes did not frustrate you; you simply modified your plan and moved on without disrupting the flow of the lesson. It was good that you prepared a sample poem – not only did this demonstrate expectations but it allowed the students to learn more about you in the process. As you indicate in your self assessment, it might have been a good idea to have students share some of the required characteristics to assist those who might have difficulty. From your self assessment it appears as though you made adjustments from 1st hour to 2nd hour to address some of those issues. You are reflective and attend well to feedback; these qualities will serve you well in the classroom as a field student, student teacher, and ultimately the classroom teacher. There are always lessons to be learned and modifications that could/should be made. Your openness to those changes will serve your students well!

School: Longfellow Middle School

Grade/Subject: 6th/Comm. Arts

Cooperating Teacher: Patty Chapman

Number of Students: 18

Student Name: Autumn Rieger

Date: 3/18/09