

Lesson Plan and Observation Assessment Form – ED 201

Observation # 1

PLANNING AND PREPARATION

Standards 1,7 (Conceptualization, Diagnosis)

Knowledge, Skills, Dispositions	Evidence
<ul style="list-style-type: none"> • The candidate uses teaching resources and curriculum materials and makes some evaluations about their usefulness. • The candidate engages students in learning as they teach lessons in a field experience. • The candidate understands the importance of connecting instruction to students' experiences. • The candidate believes that plans must always be open to adjustment and revision based on student needs. • The candidate values the importance of planning as an integral part of teaching. • The candidate selects and creates learning experiences that are appropriate and relevant to learners. 	<p>A very well prepared lesson plan. You had clear objectives, well articulated instructional procedures and excellent assessment criteria. I also appreciated the fact that you included total and specific times for your pacing of the activity. As you continue to develop plans in the future, make sure you incorporate an introduction and closure into your plan.</p> <p>Your resources made the lesson very engaging for the students. The clock was a useful tool for them to physically create correct times for the problems and the activity sheets allowed them to put their thinking down in writing.</p> <p>The story problems gave the students practical examples to use in telling time. How long does it take to get from the room to ___?</p> <p>The experience that you provided the students was relevant and appropriate for the time period provided.</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"> • The candidate encourages discussion, listens and responds to group interaction, and elicits samples of student thinking orally and in writing when teaching field lessons. • The candidate respects students as diverse individuals • The candidate is sensitive to community and cultural norms. • Recognizes opportunities to demonstrate multiple perspectives. • The candidate monitors independent and group work in field settings. 	<p><i>Presenting the activity in the form of a game was very motivating for the students. It encouraged their participation and involvement throughout the lesson.</i></p> <p><i>The students had many opportunities to share their ideas both orally and in writing during this activity.</i></p> <p><i>You created a comfortable working environment and responded in a positive and supportive manner to their questions and individual needs.</i></p> <p><i>You kept them focused and on task during the lesson. When the girl was sharing personal experiences that were irrelevant to the discussion, you effectively and sensitively redirected the discussion back to the topic.</i></p>

No Evidence

Minimal Evidence

Sufficient Evidence

Extensive Evidence

INSTRUCTION

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

Knowledge, Skills, Dispositions	Evidence
<ul style="list-style-type: none"> • The candidate evaluates learning goals and considers alternative strategies and materials to meet student needs. • The candidate uses some teaching and learning strategies to engage students in active learning opportunities. • The candidate teaches lessons in which concepts are clearly and accurately presented. • The candidate is a thoughtful and responsive listener. • The candidate models appropriate communication strategies in conveying ideas and information and in asking questions. • The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences. • The candidate understands the importance of connecting instruction to students' experiences. • The candidate believes that plans must always be open to adjustment and revision based on student needs. • The candidate values the importance of planning as an integral part of teaching. • The candidate selects and creates learning experiences that are appropriate and relevant to learners. 	<p>You efficiently described directions for playing the game and provided ample time to practice their "time-telling" skills. The students had opportunities to manipulate the clock, count in multiples of five and determine correct times based on starting times provided on the worksheet and the number spun.</p> <p>The story problems connected the instruction to the students' experiences and gave them practical ways to apply the concept of time to situations at school.</p> <p>I noticed that you made an adjustment in your plans to do the story problems instead of using the original worksheet. It seemed to engage your students in applying the concepts practiced in the game at a higher level of thinking.</p> <p>You provided for the students individual needs through out the lesson when they experienced difficulty with some of the problems. Your questions guided their thinking in solving the problem. You gave them alternative ways to think about the problems rather than just telling them the answer. Good job!</p> <p>I would have two suggestions for you. First, have both students answer each question. Then one student is not waiting for the other to finish. Secondly, rather than you manipulating the clock, let each student have his/her clock to use from the beginning. It will keep them more actively involved.</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"> • The candidate appropriately uses some assessment techniques to enhance her or his knowledge of learners and modify teaching and learning strategies. • The candidate evaluates the effect of class activities, collecting information through observation of classroom interactions and questioning. • The candidate is committed to reflection, assessment, and learning as an ongoing process. • The candidate is willing to give and receive help. • The candidate uses classroom observation from the field to reflect on and revise practice. 	<p>I was very impressed with your assessment plan for the lesson. You developed a series of criteria questions to evaluate student performance in relation to your objectives. They really gave you a measurable way to observe student performance throughout the lesson. You even considered implications of your instruction for future lessons with this topic. Well done!</p>

No Evidence

Minimal Evidence

Sufficient Evidence

Extensive Evidence

PROFESSIONALISM

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	Jennifer dressed and acted in a professional manner during her field placement. She interacted in a positive way with her cooperating teacher and used constructive feedback to improve her performance as an instructor.

No Evidence

Minimal Evidence

Sufficient Evidence

Extensive Evidence

Summary Statement and Areas to Concentrate on Improving: A very fine first lesson, Jennifer! You developed a very well prepared and implemented lesson with engaging resources and activities. You created a learning climate that was positive and interactive for your students. You were encouraging and supportive in meeting their individual needs. Your assessment plan provided you with excellent criteria to evaluate student performance. For future lessons, consider some of the suggestions shared above. They will make your lessons even more effective. Good job!

School: Fairview Elementary
Cooperating Teacher: Laura Yale
Student Name: Jennifer Lueck

Grade/Subject: Grade 2
Number of Students: 2
Date: 11/13/07