

**ALVERNO COLLEGE**  
**Lesson Plan and Observation Feedback- ED 338 (5K Kindergarten)**  
**(Includes Observation, Seminar Requirements, Logs, and Lesson Plans/Self Evaluation)**

Candidate: Jenny Lueck

1<sup>st</sup> Observation  2<sup>nd</sup> Observation  Other

Assessor: Barb Olson

Date: March 18, 2009

Cooperating Teacher: Beth Bashinski

Number of Students: 28

Knowledge, skills, and dispositions that  
 must be demonstrated by the end of your placement.

Planning and Preparation (Coordination, Conceptualization/WI Teacher Standards 1, 7, 8)	Candidate Behavior
<ul style="list-style-type: none"> <li>• Questions are planned ahead.</li> <li>• Objectives are consistent with domains.</li> <li>• Objectives use active verbs that clearly describe what children are to do.</li> <li>• Activity was clearly planned and procedures match objectives.</li> <li>• Lesson demonstrates understanding of principles of developmentally appropriate practice-developmental level, culturally relevant, individually appropriate and based on prior experiences.</li> <li>• Plan takes into account children's developmental abilities and levels of knowledge and skill.</li> <li>• Plan provides for simplification and extension to meet full range of abilities of this group.</li> <li>• Content was accurate and clearly specified in terms suitable for this age and level. New vocabulary was introduced meaningfully.</li> <li>• Content was clearly delivered through the procedures, verbally or nonverbally. When needed, content was explained in more than one way.</li> <li>• Provides opportunities for active engagement, manipulation and testing of ideas and materials.</li> <li>• Materials (book, worksheet, chart, music,) represent content meaningfully for this age group.</li> <li>• Assessment was appropriate for children at this level of development.</li> <li>• Assessment was appropriate for this lesson content.</li> <li>• Assessment relates directly to objectives.</li> </ul>	<p>Questions are planned ahead of time but consider asking more questions related to the rewriting of words from the symbol sheet on the appropriate book page.</p> <p>Procedures could be more specific detailing how you were going to go from talking about transportation, to sharing a story about how different people get to school, to making a book about different modes of transportation they might use and how to fill in the word for the correct form of transportation by matching the symbol to a guide sheet you composed. Think about why you would teach this lesson (transportation depends on where you live, city or country, cold or warm climate, urban or rural) and give students ample time to discuss their ideas.</p> <p>Materials were specific to the lesson and well designed.</p> <p>Make sure you are aware of all the skills you are assessing; such as, not only making a book, but properly identifying transportation modes by matching a symbol to a symbol and a word sheet.</p> <p>Your plan says you were going to talk with students about how each type of transportation worked but I didn't observe this. (Listed under Student Assessment)</p>

Little/No Evidence    Minimal Evidence    Sufficient Evidence    Extensive Evidence

*Yours*

Supervis Observation

Candidate:

Date:

<b>Classroom Environment (Communication, Integrative Interaction/WI Teacher Standards 5, 6)</b>	<b>Candidate Behavior</b>	<b>Student Behavior</b>
<ul style="list-style-type: none"><li>• Treated children with respect, caring, warmth.</li><li>• Identified appropriate expectations for children's performance and behavior, making adaptations when necessary.</li><li>• Demonstrated sensitivity to needs of individual children by adjusting expectations or modifying lesson.</li><li>• Allowed students to have choices in their learning, as appropriate.</li><li>• Organized, allocated, and managed the resources of time, space, materials and children's attention to engage students.</li><li>• Created a positive learning climate for children by giving appropriate verbal and nonverbal invitations to children.</li><li>• Saw potential problems and responded.</li><li>• Responded in an effective and timely manner when problems occurred.</li><li>• Reinforced participation, verbally and nonverbally.</li><li>• Materials were organized before lesson was taught.</li><li>• Used media to enrich learning opportunities.</li></ul>	<p>You clearly were kind to the students and treated them with respect.</p> <p>Students were able to complete their booklet at their level of ability, particularly as to how detailed they made their picture.</p> <p>You gave the students ample time to do their work and you circulated freely among them.</p>	<p>Students were happy and were engaged in doing their work. Classroom misbehavior was not an issue.</p> <p>All students could feel successful because all students could accomplish the task.</p> <p>Students weren't hurried and could add all of the detail they wanted to to their pictures.</p>

Little/No Evidence    Minimal Evidence    Sufficient Evidence    Extensive Evidence

Supervisors' Observation

Candidate:

Date:

Instruction (Conceptualization, Coordination, Diagnosis, Communication, Integrative Interaction/ WI Teacher Standards 2,3,4,8)	Candidate Behavior	Student Behavior
<ul style="list-style-type: none"> <li>• Linked new ideas to familiar ideas and makes connections to students' life experiences.</li> <li>• Brought multiple perspectives to the discussion of subject matter.</li> <li>• Extended learning and encouraged discussion through the effective use of questions that represent varied levels of Blooms' Taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation) Follow-up children's initial responses with questions that engage critical thinking (why, why do you think so, how do you know, what was your clue...).</li> <li>• Adapted plans as needed, based on behavior, schedule, and level of understanding.</li> <li>• Showed awareness of children's attention span.</li> <li>• Promoted child participation and social interaction.</li> <li>• Went from child to child, offering support and help, as needed.</li> <li>• Communicated clearly and accurately in verbal and non-verbal modes</li> <li>• Gave clear directions and cues.</li> <li>• Used positive encouragement effectively.</li> <li>• Spoke with interest about topic of lesson.</li> <li>• Used independent work time to interact with children 1:1 in a positive way.</li> <li>• Chose appropriate teaching strategies, learning experiences, and materials to achieve instructional purposes and to meet student needs. Strategies may include but are not limited to: Sensory Engagement, Environmental Cues, Task Analysis, Scaffolding, Guided Practice, Invitations, Behavior Reflections, Paraphrase, Reflections, Modeling, Effective Praise, Telling, Explaining, Do-It Signals, Challenges.</li> <li>• Modeled throughout lesson (how letters are formed and sound, how numerals are formed, sounding out words).</li> </ul>	<p>You deliberately linked this lesson to discussions they already had about transportation.</p> <p>You picked up and went on after the fire drill as if nothing had interrupted your lesson.</p> <p>Taught children from their seats because you were concerned about their attending if they sat on the reading steps.</p> <p>I'd like to see you make your procedures and directions more clear. You could do this easier if you had them in a closer group (the reading area) and modeled precisely how they were to do their work. You could share what you would be saying to yourself ; ie, "I see a picture of a train but how do I spell train?...Oh, I look on this sheet and find the picture and there's the word!</p>	<p>Students can remember longer when you link new learning to past understandings.</p> <p>It would have been okay to comment on how well you think they did with the fire drill but it certainly didn't seem like it interrupted their thinking.</p> <p>You shared a clear reason why you decided not to use the reading corner but I would have liked you to have worked on your classroom management skills for close seated children because I think having the children so spread out meant that you couldn't utilize class discussion well.</p>

Little/No Evidence     Minimal Evidence     Sufficient Evidence     Extensive Evidence

Supervisors' Observation

Candidate:

Date:

Assessment (Diagnosis/Integrative Interaction)						Candidate Behavior	Student Behavior
• Provides feedback to learners (oral and/or written).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2, 8	<p>You circulated the room and gave feedback to individual children.</p> <p>Think about focusing more on the process of learning (Why are we talking about transportation?) and not mostly on making the book.</p> <p>Assessment matched objectives.</p> <p>Your self-assessment indicated a growing understanding of appropriate techniques and strategies to use while teaching.</p>	<p>Students were able to get immediate feedback on how well they were doing.</p> <p>I'm not sure that students compared and contrasted different transportation modes, nor understood why different means of transportation are used.</p> <p>You were able to analyze students' drawing and symbol matching and word printing.</p>
• Focuses the students' attention on the process of learning rather than just getting the correct answer or finishing an activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2		
• Assessment relates directly to objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8		
• Used assessment and feedback strategies to involve students in self-assessment activities and to help them become aware of their strengths and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2, 8		
• Assessment was well chosen for lesson content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1, 8		
• Uses information from lesson and assessment in planning of future lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3, 7, 8		
• Reflects on own performance in relation to student learning and WI teacher standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8, 9		

Little/No Evidence    Minimal Evidence    Sufficient Evidence    Extensive Evidence

Professional Responsibilities (Diagnosis, Integrative Interaction/ WI Teacher Standards 9,10)	Candidate Behavior	Student Behavior
<ul style="list-style-type: none"> <li>Information from cooperating teacher was used as part of planning process.</li> <li>Evaluated the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work and reflected on this in self assessment and in discussions.</li> <li>Used classroom observation and information about students as sources for evaluating the outcomes of teaching and as a basis for reflecting on and revising practice, in discussions and self assessment.</li> <li>Seeks out the cooperating teacher to support his/her development as a learner and a teacher.</li> <li>In rationale, reflected on choices related to objectives, instruction, and assessment.</li> </ul>	<p>-When I talked with your cooperating teacher, she said that you discussed how to create a lesson on this topic for this age group. She said she was pleased with your involvement and ability to relate to these young people. She also said you were improving on your ability to write lessons appropriate for this age group.</p> <p>-Your rationale showed sound reasoning for teaching this lesson when you did.</p>	

Little/No Evidence    Minimal Evidence    Sufficient Evidence    Extensive Evidence

**ADDITIONAL COMMENTS:** Jenny,

This was an interesting lesson and one that easily showed the effort you are exhibiting in trying to implement meaningful and interactive lessons for this level. Keep asking yourself why do the children need to learn this and you will be able to target key learnings even better. You looked very confident and comfortable leading this large group of students. You appear to be making fine progress in your personal acquisition of teaching skills.

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**Overall Performance**

Little/No Evidence    Minimal Evidence    Sufficient Evidence    Extensive Evidence  
Number of students being taught: 28   Validated: Yes  No