

Appendix J: Lesson Observation Form

Date: 11/10/16

Teacher Candidate: David Cloutier

School: East Lake School

Lesson Title: Convince Me! Persuasive Writing. Grade 8

Faculty Supervisor: Lorraine Dalglish

Lesson Notes:

Strengths:

- Clever Oreo video about persuasive writing.
- You reviewed the different kinds of writing.
- You wrote the types of formats on the board.
- Clever idea about persuading you to keep the PD day.
- Excellent use of technology for your class example.
- You are persistent and don't give up when students think they don't understand.
- You are enthusiastic, and have a sense of fun in your interactions with the students.
- You look for students that you haven't heard from.
- "I want to hear this one so we're all listening."
- You pace the lesson quickly but it is very appropriate for this level.
- You respond well to student concerns, eg. missing assembly.
- You know how to design a lesson that really hooks the interest of students.
- You look like you are having fun when you teach and it is infectious.
- You circulate during the work time. Students respond well to your assistance.
- "You don't need to have 3 reasons, just one really good reason, or two good reasons. Don't worry about it."
- You give good options for those who are finished, and you give advance notice for winding up what they are doing.
- You demonstrate ability to take a response and expand on it in such a way that honors the student contribution.
- You tied the class instruction to immediate interests & practical work for their future work.
- Your technological expertise enhances your work, and you are obviously at ease in using it appropriately.
- Google classroom is a part of your work.

- Excellent differentiation of entry points through Google Classroom that gives the students a private way of expressing their knowledge.
- You think of all the details that make instruction dynamic, relevant and engaging.
- Great options for further work, eg, web quest, etc.
- You are at ease in reminding students what their tasks are.
- I wish I could be a student in your class.

Questions/ Suggestions:

- Let's talk about the marker technique.
- Could a strong student possibly be your scribe on the board?
- When at the computer, try to remember the students that could be out of your line of vision.

Post-conference Goals:

Your reflection on today's lesson as well as response to FS conversation.

I felt that today's lesson was largely a learning success— and I'm happy my professional mentors are generally in agreement and offering me the feedback and advice on improving my practice both as "polishing" and philosophical considerations. Students can be a part of the "teaching", too – and thinking about how they can be leveraged to support the components where I'm at the "front" of the classroom is important – for instance, writing on the board, or helping with technology.

Further, I'm going to be specifically reflective on a few things in my self-assessments – namely, what I might do differently for next time, and specific insights into assessment for individual and groups of learners. This will help me both in returning to similar learning tasks in the future, but also making sure I can inform future lessons effectively and report on learning using clear data. I can also use this strategy to explore the "what if" scenarios – such as "what if my technology wasn't working today" – having "backup plans" is important in all learning, and not something that should be developed on the fly.

Finally, I am going to consider my structure of questioning and scaffolding – to make sure I'm consistently checking for prior knowledge (which I believe today was fairly effective) and that learners are ready to "move on". This can be accomplished with data beforehand, or simple check-ins with students at the time of learning.

I'm happy with my progress so far and believe I have the tools, goals, and supports in order to be successful and continue learning. Onward!

Practicum Binder Feedback:

Your practicum binder is organized and you have self-assessments and MT comments attached to your lessons.

Journal Feedback:

You are at the point where you can include thoughts about particular classroom situations or students that are on your mind.