

## Appendix J: Lesson Observation Form

Date: November 24, 2016

Teacher Candidate: David Cloutier

School: East Lake

Lesson Title: Renaissance and the Middle Ages: Comparison of Art

Faculty Supervisor: Lorraine Dalglish

### Lesson Notes:

#### Strengths:

- You asked the students what they already knew about Renaissance art.
- You asked for predictions about art in the Middle Ages.
- You asked for all to be listening when one girl was trying to speak.
- "Lets test some of these ideas out," is a good invitational phrase.
- You showed examples of renaissance and medieval art and asked for student input.
- When students gave comments about the art, you responded with enthusiasm to all their contributions.
- You rephrased what many of their comments were with emphasis on their key points.
- Your student booklet was designed to promote thinking, yet allowed for diverse ideas.
- Excellent choice of art selections.
- When there are lots of hands up, you let students know that you see their hands by mentioning how many people would be next.
- You were able to pull amazingly insightful contributions from your students.
- You pace your questions quickly which promotes student involvement.
- You have a great sense of timing so that attention doesn't lag.
- You give suggestions for students to put into their TWE L when appropriate.
- You draw out students that may not make contributions on their own.
- You scaffold work for students through your careful preparation, and then the application when they begin their work in the booklet.
- You handled the misplacement of the two examples and turned it into a positive error.
- When the students didn't understand the directions, you pulled up the sample of their booklet on the screen so that they could see exactly what they were to do.
- You asked students to contribute to the rubric for your marking.
- Great idea to have selected works of art for the students to critique.
- I loved your choice of names for the art critic groups.

- You asked for student input for what the “art gallery” behavior would look like.
- Good reminders while the students were ‘in the art gallery.’

NOTE: Your students gave such insightful responses that it was clear that your previous lesson(s) prepared them for this success.

Suggestions/Questions:

- Even though this has been preceded by an introduction to these periods, would a reminder of the approximate dates of the Middle Ages and the Renaissance would be helpful for the students in placing the works in the appropriate period?
- Will you be following this up with music from these periods?

### Post-conference Goals:

The greatness in today’s lesson was thanks to my insightful learners – I am in their gratitude for providing rich insights and ideas that took us in directions I thought might require significantly more scaffolding – but, as Lorraine and I reflected – much of their learning today was supported by previous experiences in our classroom – so that is an exciting development.

Today, I had the opportunity to use resources and ideas from a variety of sources – of course my mentor teacher, some internet resources from other teachers, but also most importantly my students (because as above, they provided insights I wasn’t expecting to explore and led to many more beautiful conversations). I think that the exciting directions and ideas from the class helped to make the learning more accessible for their peers – and that the reference document we worked on collaboratively helped to inform what students were doing during their gallery tour.

Another excitement for me today was the collaboratively developed rubric! We’ve used this one a few times, but this time it was easy to have them reflect on it as they were working – since they held the ownership in the criteria. I look forward to seeing how students reflect, and as always, seeing them care about assessment as more than a “grade”.

Finally, I’m proud of how students were able to respectfully have a conversation with me and with their peers. This is about creating a positive classroom culture where it is safe to share ideas and engage in rich discussion. I definitely think that this learning is an opportunity to grow from and hope that my students will reflect on this activity in their schooling experience as both a foundation of knowledge and approach to thinking.

### Practicum Binder Feedback:

Your carefully prepared lessons and reflections are present in the binder. Your lessons are prepared for open-ended responses which allows for multiple levels of response/success.

**Journal Feedback:**

You always have very thoughtful contributions to theory and practice. Your week 4 pre-seminar response indicates that you are connecting theory with the classroom context. Keep up that good thinking!