

Part 1: Observation Lesson Plan

Practicum student: Brittany Dortch

Observer: James Hunter

Date: 2/12/2015

Room: SFCC Building 5 Rm 117

1. Please give details of the class; level, number of students.
Int. Writing. 9 Ss. 8 KSA, 1 Korea
Classroom shared with other ML/ELC classes, but B & Beth have posters, charts etc on walls
2. What material are you covering in class?
Academic phrases/vocab
3. What are the lesson objectives?
Express opinions and support them with Ac. language; present opinions to class
4. Where does this lesson fit into the curriculum/semester teaching plan?
?
5. What are the strengths and weaknesses of this group of students?
6. Is there anything you would like the observer to focus on in the observation with relation to:
 - a. the class/students
 - b. the teaching/learning

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(Observer fills out during the observation)

Approx. Time	Observation notes Student and teacher behavior	Queries or comments to raise in discussion
1:22	<p>B writes agenda on BB. Small Talk about lunch. 10 Ss present.</p> <p>Reminds them that yesterday they did ac. Vocab. Writes “procrastinate” on BB, gets them to say it. Chorally.</p> <p>Write sent. on BB: “I am very bad at procrastinating about doing my HW.” → Can you give me a sent?</p>	<ul style="list-style-type: none"> Nice atmosphere – Ss are engaged and friendly Great elicitation; great accountability Helps students to make sentence; keeps them accountable for good pronunciation. They seem well trained to look for important info. CF: Vb complements Discusses difference in shades of meaning: small, sensitive
1:30	<p>Ss: how many syllables?</p> <p>S: I procrastinated to come to class → I procrastinated <i>coming</i> to class.</p> <p>B: <i>subtle</i> – do you remember what it is?</p> <p>B: <i>evaluate</i> – who can tell me what this means?</p>	<ul style="list-style-type: none"> Ss: going in the direction of “small” rather than “not easily seen” B prompts with lots of “What about ___?” questions. Lots of encouragement, praise, gentle nudging towards the answers. Lots of contextualizing. Korean S hasn’t said anything yet?
1:35	<p>Fact vs Opinion – review of defining characteristics</p> <p>E.g. Sleeping – what are your opinions on sleep vs studying</p> <p>Is it a fair assumption to say that...</p> <p>On BB: Some ppl do well w/o sleep.</p>	<ul style="list-style-type: none"> I like the fact that you are using ac. phrases in among the more idiomatic language
1:45	<p>What is ac. language for agreeing?</p> <p>Txt. p. 105: S volunteers to read directions:</p>	<ul style="list-style-type: none"> Using abbreviation – reinforcing note talking Writes Ss’ suggestions on BB

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1:50	discuss sleeping & studying facts/opinions, using the language on BB/in text; students discuss in groups	<ul style="list-style-type: none"> • monitoring? B writes “activity instructions” on BB
2:02	Students share with whole class	<ul style="list-style-type: none"> • Korean S disagreed with team – missed opportunity to get him to use the target structures?
2:08	Still in groups, Ss Google facts about sleep	<ul style="list-style-type: none"> • What about sources – relevance, authority, currency, etc. Shouldn’t they have to check these? You had them write the website, but... • You monitored this activity very well. • blue hoodie was quite checked out – sleep deprived, maybe?
2:22	Groups share their facts with the class.	<ul style="list-style-type: none"> • They seem to need practice in using concession clauses (<i>Even though</i> ___); this is a clear mark of academic discourse. Also: <i>I’m agree with you.</i> • You asked Ss to summarize rather than read. Nice! • pron: <i>deprivation</i> • meaning: <i>chronic</i>

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Teaching/Learning Strategies	How? / Comments
Checks understanding of important concepts and clarifies where necessary.	Yes – you do this consistently and in a variety of ways. You hold students accountable, making
Provides opportunity for meaningful language development to take place.	Yes – you contextualize/personalize a lot, extending the use of the language into the lives of the students.
Demonstrates an acceptable level of language awareness.	Acceptable, but needs constant work (e.g. –tion words are nouns, -ate words are vbs, etc.
Communicates clearly and at an <i>appropriate level</i>	Yes – you know how to pitch things at their level, but are quite casual overall. In the context of ac. language, it might be a good idea to make the discussion as ac. as possible, even at the expense of the valuable informality of the group.
Selects material appropriate for the students and their level.	Yes – this seemed right for the level.
Uses a variety of learning strategies, ie groupwork, pairwork etc.	Whole class, pairs, groups, all used; I like the “four people wearing a hood, stand up” strategy!
Uses classroom equipment (board, A/V, OHP, comp., etc) effectively	Yes – your BB work is excellent – very clear, use colors effectively, write necessary instructions up, etc.
Encourages participation of all students	Yes – but Hassan rules the roost? And Korean student can lurk.
Responds effectively to questions & comments	Yes – you generally do this very well.
Good rapport & classroom control	Yes, generally excellent. They seem to want to get rowdy, but you have a nice variety of ways to bring them back on task.
Stages of the lesson are clearly marked.	Yes – generally you use transitions (e.g. “Now, we’re going to...”) very well.
Ensures students fully understand the tasks set.	Yes – you are very solid here. You got their attention to show them on overhead what you wanted.
Uses class time effectively, i.e. pace and timing.	The first two activities took 35 minutes (plan says 10), but I’m not sure the plan was accurate! You seem very conscious of timing, giving good limits, encourage them to finish up, and asking if they need more time.

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Practicum student's reflections on the lesson: *(eg What I liked What I'd do differently....)*

Overall Summary / General Comments (Observer/cooperating teacher)

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Based on the ~~entire practicum experience~~ **this one snapshot**, what is your overall rating of the practicum student in the following areas?

1 Needs work 2 Acceptable 3 Generally Good 4 Excellent

I. PREPARATION AND PLANNING

1. Organization of content				
- in accordance with curricular objectives	1	2	3	4
- ?classes are sequenced and related to long-term goals and projects	1	2	3	4
- has a written lesson plan, with identified objective	1	2	3	4
2. activities and procedures				
- appropriate to level and teaching objectives	1	2	3	4
- variety of activities, linked and sequenced	1	2	3	4
- innovative/creative approach	1	2	3	4
- appropriate use of technology	1	2	3	4
- appropriate to age and needs of students	1	2	3	4
3. Knowledge of subject matter and learning theory				
- ability to answer student questions	1	2	3	4
- ability to apply language learning theory to teaching practice	1	2	3	4
4. Choice & use of teaching materials				
- creation of materials	1	2	3	4
- selection of materials	1	2	3	4
- appropriate and effective use	1	2	3	4

II. CLASSROOM PROCEDURES

1. clear and concise instructions and explanations	1	2	3	4
2. sufficient scaffolding and frequent checks for student comprehension	1	2	3	4
3. learning goals and purpose of activities clear to the students.	1	2	3	4
4. appropriate and effective use of materials	1	2	3	4
5. effective use of time and appropriate pace of class (maybe too much time on review/elicitation at the beginning?)	1	2	3	4

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6. able to balance individual student needs with whole class needs	1	2	3	4
7. modifies content and speed of speech appropriately	1	2	3	4
8. follows written lesson plan (timing is way off!)	1	2	3	4
9. able to modify and repair activities which break down	1	2	3	4
10. able to recognize, extend, and exploit spontaneous teaching opportunities	1	2	3	4
11. ability to elicit questions and student participation	1	2	3	4
12. class is not overly teacher-centered (you are conscientious about involving the Ss in many aspects of the class/discussion)	1	2	3	4

III. CLASSROOM ATMOSPHERE

1. Behavior of students				
- engaged (interested, motivated) in activities	1	2	3	4
- responsive, demonstrating comprehension or seeking clarification	1	2	3	4
- respectful to teacher and each other	1	2	3	4
- relaxed	1	2	3	4
2. Behavior of teacher				
- respectful to students	1	2	3	4
- appears confident and relaxed	1	2	3	4
- shows energy and enthusiasm in verbal and non-verbal ways	1	2	3	4
- friendly, with a good connection with students	1	2	3	4
- creates a learning environment devoid of ridicule, and favorable to mutual trust and open inquiry	1	2	3	4

IV. PROFESSIONALISM

- punctual	1	2	3	4
- professional	1	2	3	4
▪ in appearance				
▪ in language (clear pronunciation and appropriate and accurate use of language)				
▪ in manner of relating to students				
- reflects on teaching and makes necessary modifications	1	2	3	4
- is collegial and courteous with colleagues	1	2	3	4

Signed: _____ (Practicum student)
 Signed: _____ (Observer)

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