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## INTERN OBSERVATION EVALUATION

Visit \_\_\_\_\_ Observation X

### Education Department

College Supervisor Dr. Cheryl W. Yocum

Student Teacher: Jessica Bilello Date/Time: April 15, 2010, 9:39-10:21 a.m.

School District & School: Wilson School District, Wilson High School

Cooperating Teacher: Dr. Larry Nallo, English Teacher

### Planning/Preparation—Classroom Environment—Instructional Delivery—Professionalism

**Instructional Delivery**—Key elements of effective instructional delivery skills are successfully implemented. Components are listed below:

- Communicating Clearly and Accurately—the teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions.
- Using Questioning and Discussion Techniques—students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
- Engaging Students in Learning—students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
- Providing Feedback to Students—the teacher’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
- Demonstrating Flexibility and Responsiveness—the teacher is highly responsive to students’ interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

### *Evaluation of Today’s Experience:*

Your lesson objectives, as stated on your lesson plan, were the following: (1) Students will define a journalistic essay; (2) Students will identify the target audience of a nonfiction piece, “Condition of Ireland;” (3) Students will respond to questions regarding “Condition of Ireland.”

You began the lesson today by saying, “All right, good morning. . . . I will come around and collect your in-class essay—leave your animal or shape on your desk (referring to symbols that had been given to students to place them in groups). Okay, we’re going to start class talking about world hunger. In your group I want you to think about some words or phrases you associate with world hunger--two or three just in case someone steals yours.” You had previously written the words “world hunger” on the white board. As students brainstormed related words or phrases, you circulated through the groups. You directed the students, “We’re going to branch off and put everything we can think about world hunger on the board,” calling on each group in turn to post the group’s word associations. As students posted words—*Africa, America, food drives, malnutrition, waste, poverty, concerts, Bono, starvation*--in the form of a graphic organizer, you asked them to explain their choices. You tried to probe the groups for additional suggestions by saying, “Everything you know about world hunger is on that board?” and when no one

volunteered any more responses, you said, “Okay, that’s a pretty impressive list. We’re going to return to this list at the end of the lesson.”

You explained that students were in groups to discuss the essay, “The Condition of Ireland,” which they had read in class the day before, and you passed out a sheet of discussion questions to everyone. Each group was assigned one question to answer and report on when the class reconvened. As students discussed their assigned question, you circulated and assisted. At one point, pushing one group to think deeper, you asked, “What are some other options?”

When you saw that the groups had completed their questions, you convened the entire class to share answers. Groups gave quality answers and often indirectly referred to the text as a source of support (“It said that the British legislature...; “They said that the potatoes...”). You listened carefully to the students’ answers to your written questions and added some spontaneous questions based on their participation: “Do you think that the British landowners truly cared about the Irish?” You also praised the students’ answers, responding with comments such as, “Very, very good answers” and “Very nice answer well said.” You concluded this section of the lesson by saying, “Anyone have any questions on 1 through 5? Anything they missed that they would like me to repeat? Everyone should have completed answers 1-5.”

Relating the journalistic essay to current events, you asked, “How can we relate this essay to what is happening in our country right now?” A few students related the essay to the current health care issue. You concluded the discussion by saying, “Good discussion---let’s direct our conversation back to our web (the graphic organizer previously done on the white board). How would you feel if what happened to Ireland happened in the US right now?” Students responded. “On the board—what regions of the world are in famine right now?” A student scribed multiple answers from the class. “We associate all these countries with hunger—what are the best ways of overcoming this threat?” Again, students volunteered multiple answers. You concluded the class by saying, “Okay, thank you for a great list and great discussion.”

***Analysis of lesson according to Danielson’s Domain III indicators:***

- Communicating Clearly and Accurately—the teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions.

*Your directions to the students were clear, as were your written questions on the discussion sheet. Students followed directions easily, but you circulated when they were working in groups to reinforce your instructions and assist.*

- Using Questioning and Discussion Techniques—students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.

*This expresses an ideal which was not reached by this class. However, your written discussion questions were aimed at promoting higher order thinking (example—potato is a metaphor for what?). You also pressed the students for justification of their words and phrases associated with world hunger, and you pressed for more and deeper responses, as in the following: “Everything you know about world hunger is on that board?” and “What are some other options?” As far as participation, working in small discussion groups usually promotes more participation than whole-group discussion. What could you do to have “students... assume responsibility for the participation of all students in the discussion” as stated above?*

- Engaging Students in Learning—students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

*Students were engaged in the lesson and they made material contributions to it in several ways: word associations with world hunger, answers to discussion questions, relating the essay to the world today. There was some off-task chatting as often happens when students are in groups, but when you circulated or stood in the back of the room, it ceased. The structure and pacing of the lesson did allow for student reflection. Closure was the return to the associations with world hunger and the list of potential ways to address it. As we talked in the post-conference, we agreed that having students appreciate the value of the journalistic essay and want to continue reading this genre is a paramount objective. Perhaps this could be addressed in your closure as well by discussing the value of journalistic essays in a democratic society.*

- Providing Feedback to Students—the teacher’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.

*You listened carefully to students’ answers during the discussion and gave appropriate feedback or questions relating to their comments. This is an excellent practice and valuable skill which develops with experience. You demonstrated a positive start in this lesson!*

- Demonstrating Flexibility and Responsiveness—the teacher is highly responsive to students’ interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

*By building a lesson around the students’ associations with world hunger and leading students to relate the theme of the essay to current events, you demonstrated responsiveness to students’ interests. You checked for completion and understanding at the end of the review of the discussion questions by saying, “Anyone have any questions on 1 through 5? Anything they missed that they would like me to repeat? Everyone should have completed answers 1-5.”*

***Final comments:***

Jessica, your lesson was a big step forward in letting go of a script and allowing a lesson to flow from your well-planned skeletal structure. You successfully employed a “hook” to engage the students in the lesson, you successfully facilitated a few brief open-ended discussions which weren’t geared toward getting a “correct answer” from the text, and you related the literature to the students’ world, making it relevant. Congratulations! I hope you will continue to build on this success!

***Post-Observation Conference:***

Jessica, Dr. Nallo, and I discussed the significant growth shown in this lesson because Jessica was willing to take some risks.

**Student Teacher Comments:** Jessica claimed to be nervous prior to delivering the lesson because she was afraid students wouldn’t participate. Fortunately, this did not happen.

**Cooperating Teacher Comments:** Dr. Nallo thought that Jessica successfully ventured into new territory with this lesson.