



13th & Bern Streets
Reading, PA 19612-5234
Education Dept. Office 610.921.7790

INTERN OBSERVATION EVALUATION

Visit _____ Observation X

Education Department

College Supervisor Dr. Cheryl W. Yocum

Student Teacher: Jessica Bilello

Date/Time: May 5, 2010, 2:18-3:00 p.m.

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

Cooperating Teacher: Dr. Larry Nallo, English Teacher

Planning/Preparation—Classroom Environment—Instructional Delivery—Professionalism

Professional Responsibility—Components are listed below:

- Reflecting on Teaching—the teacher’s reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
- Maintaining Accurate Records—the teacher’s system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
- Communicating with Families—the teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
- Contributing to the School and District—the teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
- Growing and Developing Professionally—the teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
- Showing Professionalism—the teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

Evaluation of Today’s Experience:

The goal of today’s lesson, as stated on the plan, was, “Students will identify how the concepts of pride and prejudice are depicted in Jane Austen’s novel Pride and Prejudice.”

You began class with a short review of the movie plot. Students actively responded to plot questions. Transitioning into the lesson, you asked, “What do you think the theme is—*theme* being moral or message?” After several responses, you said, “We can assume that the theme is in the title.” You attempted to draw on students’ personal experiences with prejudice— “Have you ever experienced prejudice? Does anyone have a personal experience? Has anyone ever been prejudiced against someone else?”--but no one wanted to share a story.

You announced the activity of the day by projecting an assignment on the screen. This was an enrichment activity related to the themes of *pride* and *prejudice* in the novel. Students could depict a scene or scenes from the novel which related to pride and/or prejudice by means of

a paragraph, song or poem, drawing, or chart. They were to be prepared to share their work at the end of the period.

After a 20-minute work session, you announced that students would share their work and talk about it in the front of the room. One by one they presented their products, which continued to the end of the period. Students demonstrated accuracy in pinpointing pivotal scenes in which pride or prejudice or both were displayed by the characters in the novel.

Analysis of lesson and your overall professionalism according to Danielson's Domain IV:

- Reflecting on Teaching—the teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.

You discussed the purpose of this lesson with your cooperating teacher and decided on an enrichment lesson which reviewed the themes in the novel as well as key scenes and characters to prepare students for the unit exam. Your choice of a variety of modes in which students could display their knowledge shows understanding of the heterogeneously grouped class as well as your students' different learning styles.

- Maintaining Accurate Records—the teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.

You have successfully graded student work and entered grades into your cooperating teachers' electronic grade book.

- Communicating with Families—the teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.

During this placement you have not had opportunity to participate in parent conferences of any type.

- Contributing to the School and District—the teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.

During your placement at Wilson you have covered another teacher's homeroom while she was administering PSSA tests, and you have proctored 4Sight tests.

- Growing and Developing Professionally—the teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.

You have attended faculty and English Department meetings and learned about the broader concerns of the English Department, the faculty as a whole, and the school.

- Showing Professionalism—the teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

You have conducted yourself prudently and professionally in front of students, with your cooperating teacher, and around the school. You have demonstrated dignity and integrity in your professional relationships. Adhering to all Wilson District and Albright College guidelines, you have represented yourself and your college well!

Comments related to all Domains I, II, and III:

You are now poised and confident when teaching a class; you have come to the conclusion that you can handle open-ended discussion—and you can! You successfully introduced yet another creative lesson style, again broadening your repertoire. You showed flexibility in designing a lesson to meet the abilities and learning styles of all students, yet still accomplish the goal of reviewing themes and significant scenes in the novel. Suggestions for facilitating the students' oral presentations (which, by the way, incorporates an opportunity for students to practice yet another skill in your lesson): When making the assignment, inform students exactly what they will be expected to present (read the entire paragraph, poem, or chart, explain the drawing,

explain why the feature is an example of pride or prejudice, etc.), and then hold them to it. As is typical, students wanted to keep their presentations as short as possible; don't let them get away with that or fill in information and explanations for them! They should be working harder than you are.

Final comments:

Jessica, when challenged to expand your repertoire and move out of your safety zone, you have done so very nicely. I hope you will continue to challenge yourself to do grow in your ability to be creative and diverse in meeting your students' needs. Today you presented a successful lesson the students truly enjoyed, which is also an important goal of English teachers--to develop in students a love of literature and language. Obviously, this is more readily accomplished when students enjoy English class!

Post-Observation Conference:

You, Dr. Nallo, and I all shared our reflections on the lesson, student engagement, and student products. We discussed the dilemma and balance between allowing different modes of explaining a text and holding to the rigor of written analysis.

Samples of Students' Work: Observed during student presentation section of the lesson.

Student Teacher Comments: You thought the lesson was successful as an enrichment lesson because it allowed students to be creative.

Cooperating Teacher Comments:

Dr. Nallo said the lesson allowed students to work with the theme and highlight pivotal points in the novel.