

# Albright

COLLEGE

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## INTERN OBSERVATION EVALUATION

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

**Education Department**

**College Supervisor** Dr. Cheryl W. Yocum

**Student Teacher:** Jessica Biliello

**Date/Time:** March 5, 2010, 1:53-2:30 p.m.

**School District & School:** Fleetwood Area School District, Fleetwood Middle School

**Cooperating Teacher:** Mrs. Mary Ann Eichenlaub, Reading Teacher

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

**Planning/Preparation**—Key elements of the establishment and implementation of effective planning and preparation skills are successfully implemented. Components are listed below:

- **Demonstrating Knowledge of Content Pedagogy**—the teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Instructional practices reflect current pedagogical knowledge.
- **Demonstrating Knowledge of Students**—planning for instruction includes the knowledge of students' backgrounds, skills, and interests.
- **Selecting Instructional Goals**—the teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.
- **Demonstrating Knowledge of Resources**—the teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.
- **Designing Coherent Instruction**—Elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.
- **Assessing Student Learning**—The teacher's plan for student assessment is aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

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

Your lesson objectives, as stated in your plan, were the following: "Students will define the following literary terms: *form, stanzas, lines, structured form, free verse, speaker, voice, dialect,* and *idiom*. Students will analyze the use of literary devices in poetry. Students will identify the speaker in poems."

You began the lesson with a review of the vocabulary words from the students' current lesson. You pronounced the words, asked students the definitions, gave some examples, tried to relate some of the words to the students' personal experience (for example, for the vocabulary word *maul*, you asked if anyone had ever been mauled by a dog), and finished the review by assigning homework from the vocabulary textbook. During this part of the lesson, students were

unsettled and unfocused, sometimes calling out and sometimes talking to others. (Note: This was the last teaching period of the day on Friday, and there was to be a “Super Dance” after school; it was not the optimum time to teach a lesson or be observed.)

You introduced the poetry lesson (and unit) by asking, “Who here has ever written poetry before?” Three students responded. There was still some calling out from the class, and you repeatedly said, “Shhh.” At one point you said, “We’re not calling out; you guys know better than to call out.” You asked a student to read the definition of poetry from the text, and then another to read “If I Can Stop One Heart from Breaking” by Emily Dickinson, also from the textbook, following this with questions probing its meaning. You called on a volunteer to read another poem from the text, “The Rider,” and asked students to cite differences between the two poems. After students responded, you explained the difference between a structured poem and free verse. Referring to a handout which you had distributed, you had students read two poems, “Homework Helper” and “The Mall,” and label them as either *structured* or *free verse*. At this point the class had settled down and become more cooperative and focused. You circulated through the room as they read, and your proximity contributed to their cooperation. You had volunteers read the two poems aloud and identify which was a structured poem and which was free verse. Students who answered were required to justify their choices by applying the definitions of each type.

Returning to the textbook, you asked, “Who can read the paragraphs under ‘The Speaker’ for me?” You followed up this reading with a very good explanation of this term. You asked them to reread “If I Can Stop One Heart from Breaking” and determine the speaker, following that by asking them to reread the two poems on the handout and determine who was the speaker, the poet or a character. As students worked, you walked around and assisted them by asking questions to lead them to the correct answers. Students were quiet and on task during this exercise. When you went over the answers with the whole class, you asked students to justify their answers.

Other terms you covered with the class were *dialect* and *idiom*, giving examples for each. At the end of the lesson you said, “Okay, so let’s review. Poems are made up of ...? Lines make up...? The way people talk, what is that called? An expression we use that doesn’t equal the meaning of the words is?” Volunteers from the class answered each of the review questions accurately.

After collecting and returning the textbooks to the shelf, you directed the students to open their vocabulary books and begin working on their homework assignment in the remaining minutes (approximately five). A few cooperated immediately; most were reluctant and had to be nagged to do so. Ultimately, however, you succeeded in getting almost everyone to work before the bell rang.

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

- Demonstrating Knowledge of Content Pedagogy—the teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Instructional practices reflect current pedagogical knowledge.

*Your explanations of the terms being introduced demonstrated that you had a firm command and understanding of them. Instructional practices during the lesson reflected traditional teaching pedagogy.*

- Demonstrating Knowledge of Students—planning for instruction includes the knowledge of students’ backgrounds, skills, and interests.

*Recognizing that the textbook sample poems were not closely related to students’ lives, you augmented the lesson with two poems from your own resources—“Homework Helper” and “The Mall.” The content of these poems was much more immediate to students’ lives and the poems illustrated the concepts being taught. Good thinking and initiative!*

- Selecting Instructional Goals—the teacher’s goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.

*It's important for students to learn these basic literary terms to enhance their understanding of their own language and literature; it is also important for the students to understand why they are studying these literary terms. They usually have no idea.*

- **Demonstrating Knowledge of Resources**—the teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.

*Your lesson demonstrated your use of district resources and augmentation of these resources with some you had found on your own.*

- **Designing Coherent Instruction**—Elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.

*The lesson was logically structured to teach and review the lesson objective. Students were presented with literary terms, definitions, explanations, and examples. They were asked to apply the terms to poems. The definitions of the terms were reviewed at the end of the lesson.*

- **Assessing Student Learning**—The teacher's plan for student assessment is aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

*The informal assessments done during this lesson were aligned with the instructional goals. An exit ticket could have been used to determine if all students in the class met the lesson objectives.*

***Final comments:***

Jessica, to your credit, you did two things to deal with the students' "overexcitement" about the upcoming dance: you persevered in refocusing them on the lesson, and you made adjustments to your lesson as you taught it to avoid activities that might enhance the students' hyperactivity and utilize activities that would be conducive to quieting them. A big part of teaching is being able to think on your feet, be flexible, and adjust, and you were able to do that. Knowing that you are being observed on Friday, eighth period, just before the biggest dance of the year, is enough to create panic, but you remained calm, even when the students were not behaving as you wanted them to, and eventually the class settled. You created and taught a well-planned, logically structured lesson. I appreciate your emphasis on bell-to-bell instruction. A goal to work on is unleashing your innate creativity in planning lessons and trying some lessons that apply the constructivist approach to learning.

***Post-Observation Conference:***

We discussed all aspects of the lesson, you shared your rationale for both the planning and the execution of the lesson, and we talked about various strategies to implement if students continue to call out and won't settle down for a lesson.

**Student Teacher Comments:** You were concerned about being observed eighth period on Friday just before a big dance. Your concern did not show in your teaching demeanor, and, though it was a challenge, you did get the students settled and into the lesson. It was a learning experience!

**Cooperating Teacher Comments:** Mrs. Eichenlaub says, "Jessica is doing very well handling all six classes and helping them learn the basics of poetry. She has willingly embraced anything I have asked her to do and she has adjusted her approach when I have made suggestions."