

Part 1: Observation Lesson Plan

Practicum student: Kate Barber

Observer: Sunling Tay

Date: 12/10/15

Room: 3rd G

1. Please give details of the class; level, number of students.

The class consists of 34 students in their last year of high school. The level varies from low beginner to low intermediate. The class meets for five hours a week and this

2. What material are you covering in class? class was 2 periods (80 minutes)

The class covers a dialogue using all the information from the last unit and includes a brief introduction of comparative and superlative adjectives.

3. What are the lesson objectives?

Students will be able to recall weather vocabulary from the previous lessons.

Students will be able to practice a dialogue related to weather.

4. Where does this lesson fit into the curriculum/semester teaching plan?

Students will investigate the comparative and superlative form for the next class.
This unit is an introduction to the new grammar topic of the next unit.

5. What are the strengths and weaknesses of this group of students?

The strengths of the group include their active participation and low affective filters. The weaknesses are their short attention span and lack of basic English skills that they should have by the end of their third year in high school.

6. Is there anything you would like the observer to focus on in the observation with relation to:

a. the class/students

Their participation.

b. the teaching/learning

The teacher's pace when speaking and clarification requests.

Part 2: Classroom Observation Report

Practicum student: Kate Barba

Observer: Sunling Tay

Date: 12/10/15

Room: 3rd G

Teaching/Learning Strategies	How? / Comments
Checks understanding of important concepts and clarifies where necessary.	• asks with clarifying questions, • monitors students, so she can identify their mistakes and corrects them as a group
Provides opportunity for meaningful language development to take place.	
Demonstrates an acceptable level of language awareness.	
Communicates clearly and at an appropriate level	• OK. Register was appropriate for this group of students.
Selects material appropriate for the students and their level.	Use of cards, dialogue strips. She used them properly for the activities she planned.
Uses a variety of learning strategies, ie groupwork, pairwork etc.	• competition • pair working / compare pair working with other pair work.
Uses classroom equipment (board, A/V, OHP, comp., etc) effectively	Classroom only and board. Kate used the board and bought her materials for the class
Encourages participation of all students	As students feel confident and relaxed they were eager to participate.
Responds effectively to questions & comments	Easy and concrete answers to students questions or doubts.
Good rapport & classroom control	• enthusiastic, close to students • activities were designed to keep students attention
Stages of the lesson are clearly marked.	• Activities were well designed for each stage.
Ensures students fully understand the tasks set.	• Asking questions, and repeating instructions, paying attention to students' mistakes.
Uses class time effectively, i.e. pace and timing.	• O.K. She went through her lesson plan on time.

Part 3: Post Observation Discussion

Practicum student: Kate Barber

Observer: Sunling Tay

Date: 12/10/15

Room: zero G

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

I liked that the lesson inductively introduced the grammar topic and that the class was mostly student talk and focused on their production skills in a communicative way. I would do many things differently. First, I would only have a few groups present and let the others present on a different day. I would also give the students a task while their classmates were presenting. I also could monitor the class more and focus a bit more on the pronunciation mistakes. Finally, I still need to work on my directions and speed of speech.

Overall Summary / General Comments (Observer/cooperating teacher)

Kate used different effective strategies to keep students' attention on the lesson. Some activities were:

- warm up / review / students' competition on the board
- gave students strips with the dialogue, that they have to order while listening Kate and her co-teacher reading it.
- scaffolding was effective in terms of going from the easiest to more complex activities.

Kate showed being enthusiastic and dynamic with the lesson activities. Her high level of energy is transmitted to students who were motivated and focused along the lesson.

She has built a strong positive relationship with students who feel confident and relaxed. She creates opportunities to participate and learn from their own work.

Part 4: Overall Evaluation

Practicum student: *Kate Barba*

Cooperating teacher: *Sunling Tay*

Date: *12/10/15*

Based on the entire practicum experience, 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	1	2	3	④
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	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	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: Katrina K (Practicum student)

Signed: [Signature] (Observee)

Date: December 10th, 2015