Lesson Observation Form

Observation 2

Student Teacher\_\_Olivia Kqira\_\_\_\_\_\_\_\_\_\_ Date\_\_February 18, 2025\_\_\_\_\_\_\_\_\_\_\_

**School\_\_\_Triadelphia Middle\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Subject\_\_Reading/Grade\_6\_\_ Master Teacher\_\_\_Mrs. Maxwell\_\_\_\_\_\_\_\_\_ Evaluator\_\_\_\_C. Burke\_\_\_\_\_\_\_\_\_\_\_\_**

**3 = Exceptional 2 = Adequate 1 = Minimal N/A**

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| --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **N/A** |
| **1. Lesson Plan (WVPTS#1)** |
|  Typed plan is provided | X |  |  |  |
|  Lesson plan contains West Virginia Content Standards | X |  |  |  |
|  Plan identifies methods, procedures, and materials | X |  |  |  |
| **2. Lesson Introduction (WVPTS# 1, 3)** |
|  Teacher grabs the attention of the students | X |  |  |  |
|  Prior knowledge is activated | X |  |  |  |
|  Objective for learning is stated | X |  |  |  |
| **3. Instruction (WVPTS 2, 3; ISTE 1,2,3)** |  |  |  |  |
|  Teacher provides new information to students in creative way | X |  |  |  |
|  Students actively participate in lesson | X |  |  |  |
|  Teacher uses several modalities to instruct (visual, auditory, kinesthetic, rhythmic) | X |  |  |  |
|  Students are engaged and motivated | X |  |  |  |
|  Teacher checks for understanding during the teaching | X |  |  |  |
| **4. Guided/Independent Practice (WVPTS 1,3)** |
|  Directions are clear | X |  |  |  |
|  Materials are well-prepared and managedWhen you were unable to display the Kahoot review to the class on the Whiteboard, you found a way (circulating throughout the room, showing the screen of your tablet while reading a root word and the four possible definitions from which students would choose) to continue the activity. You are demonstrating an ability to adjust to classroom challenges. | X |  |  |  |
|  Practice supports the main objective of lesson | X |  |  |  |
|  Practice many include game, art, written, verbal, audio/visual response | X |  |  |  |
|  The independent practice activity gives the teacher an accurate assessment of how well each student learned the objective | X |  |  |  |
| **5. Closure (WVPTS 1)** |
|  Teacher closes the lesson by restating the objective and new  learning |  | X |  |  |
| **6. Professional Presence (WVPTS 2)** |
|  Dress is appropriate | X |  |  |  |
|  Management skills are effective | X |  |  |  |
|  Voice, eye contact and rapport are suitable | X |  |  |  |
| **7. Student Teaching Notebook is Organized and Updated** | X |  |  |  |

Lesson Observation Form – Rating: 3

Template:

1. Lesson Plan 3
2. Lesson Introduction 3
3. Instruction 3
4. Guided/Independent Practice 3
5. Closure 2
6. Professional Presence 3
7. Student Teaching Notebook 3

Strengths:

* Student engagement

Your enthusiasm through the lesson was contagious. Students actively participated in all activities. As a new Greek and Latin roots were introduced, students were willing to make predictions about their possible meaning and to offer words formed using the root words. Throughout the activities, you circulated throughout the room. This served to encourage and engage students.

* Lesson design

Students completed a Frayer model for the two root words introduced. The provided root and two sentences that used words formed from the root were displayed to the class. Students were challenged to “predict” the meaning of the root (i.e., determine the meaning from context clues). After a brief discussion of the meaning of the root, students provided examples of words formed from the root. Students then drew a picture related to the root and wrote a sentence using a word formed from the root. As students completed the task, you circulated through the room supporting and encouraging them.

The Frayer model served to help students to internalize the new root words. Students were able to make connections between the root and its definition, examples of words formed from the root, the drawing, and the contextual sentence.

Students connected their prior knowledge and understanding with the new learning. In forming words with an identified root, students confidently noted that their provided example was composed of two roots (e.g., biography – *bio* and *graph*). Students shared impressive vocabulary words formed from the roots, such as *bioluminescence*. When one student offered “biotic factors,” another student followed with “abiotic factors.”

Students participated in a “Root Challenge,” or a Kahoot activity in which they chose the meaning of a root. After each challenge, you reiterated the correct definition of the given root. In many cases, words formed using the root were shared.

* Lesson preparation

You were well-prepared to recognize and define the words that students offered (e.g., *bioluminescence)*. When taken by surprise (a connection between the root “graph” and the term graphite), you eventually appreciated the relationship between the two. The conversation piqued my interest, and I searched for the entomology of the word “graphite.” I found: “the name for graphite is derived from the Greek word *graphein*, which means: to write. The name therefore denotes the primary use of graphite as an ingredient used to make the lead for writing pencils.”

Considerations:

* Word meanings

Consider challenging students to explain the relationship between a word formed using multiple roots and the meaning of those roots. For example, a student offered the word, “autobiography.” You noted that it was composed of three roots. Consider extending this conversation with a challenge to the class. Ask if they can identify the three roots, define the three roots, and explain how the roots combine to give the meaning of the term itself.

Students understand the definition of the root; they offer words formed from the root. Consider challenging them to explain the connection between the root and the definition of the provided word. Rather than provide the definitions, challenge students to this (or “predict” the definitions based on the root). Such a challenge may help students better see the relationship between the two (root and word).

* Kahoot

Students appeared to have no difficulty with the format of the Kahoot challenge that was devised “on the fly.” Consider repeating both the root and the possible meanings. While no student asked that these be repeated, students may have not heard or may have misheard the choices.

* Closure

Provide a closure to the lesson and to the class. Consider sharing your appreciation of students’ ability to identify the meaning of roots and to identify words formed using the root. Consider developing a routine for ending or dismissing the class. For example, I combined the two with: “I appreciate all of your work today. We learned two new roots and you shared words formed from these roots. I was also impressed that you remembered the meaning of all the roots we previously learned. I am really impressed! Today was a great day and I look forward to seeing you tomorrow. Good-bye!”