

OBSERVATION #2

Student Mary Kate Bueltmann Grade/Subject Etymology 10/11 Date 12/17/2013

School Pike Cooperating Teacher Jones

Butler Student Teacher Observation Feedback

This checklist should be used to document the student teacher's progress throughout the semester. It is meant to support the midterm and final evaluations. Further definition of each indicator below can be found on the evaluation form.

For each area please use the following ratings: **Check**—if you have observed this **NA** - not applicable for this observation. Areas not checked should be the focus for the student teacher's attention in the following weeks.

Lesson Description:

In this lesson, the students are relating modern words and phrases to their ancient Greek myth.

I. CONTENT

Core Value of Teaching, Learning and Mentoring: *The student teacher knows the subject matter and is able to teach it clearly to others.*

The student teacher:

- (XX) Explains skills and concepts clearly and is able to restate concepts in several ways when appropriate/needed. Connections to other parts of the curriculum and/or disciplines are made.
- (XX) Connects subject matter to students' lives/experience and prerequisite knowledge

Notes:

In this lesson, the students weren't really learning etymology. They had already finished all the lessons in the book, so I was trying to find a way to make the roots memorable, and show the importance of words. I decided that a good way to do that was Greek Mythology. Tons of words and phrases come from mythology and they're really easy to remember because they have stories behind them. I also know that in high school, at least for me, Greek mythology was one of the cooler things we studied. I also heard a couple of students get excited when I mentioned Greek Gods, so I knew that 1. they had some background knowledge on this stuff, and 2. they were interested in it.

II. DEVELOPMENTALLY APPROPRIATE TEACHING

Core Value of Teaching, Learning and Mentoring: *The student teacher understands how student this age grow and develop and uses that knowledge to support learning.*

The student teacher:

- (XX) Gears instruction so that students are not frustrated by the level of the content, skills, or activities by taking into account the cognitive, social, physical and emotional needs of this age group.
- () Makes an effort to get to know students personally, cultivates interactions that are mutually respectful and takes the students age and culture into consideration.

Notes:

I wanted students to be able to work together because I knew that some of the phrases might not be applicable to an ESL learner or someone who didn't have the same experiences and know the same figures of speech as I did. There is actually a moment in the video where one of the students tells another about the figure of speech "Achilles heel". This is exactly what I was hoping for. The content might have been a little difficult, but I knew from learning about Vygotsky's theory of proximal development that if students needed to

work together to solve the problems, that would be beneficial both to the struggling learner and the teaching learner.

III. LEARNING STYLES

Core Value of Diversity and Similarity: *The student teacher accounts for the different ways that adolescents learn, including their cultural differences.*

The student teacher:

- (XX) Demonstrates belief that all children can succeed and persists in helping all children achieve success
- (XX) Differentiates instruction to meet the needs of students by making appropriate adaptations and/or modifications. This includes seeking collegial support (special education teacher, social worker, etc.) for students who may need remediation, enrichment or specific goals as listed in educational plans such as an IEP.
- (XX) Uses materials which incorporate positive images of many cultures/races and considers the interests of students in planning and instruction.
- () Utilizes an effective system to maintain information on student learning progress

Notes:

I had students work in groups because I know from reading Vygotsky that grouping students together can help more advanced students scaffold struggling students to an equal standing. Students were given lots of help and they could take as much or as little as they needed. I also made sure to walk around to each group of students and help them complete the worksheet and stay on task.

Also, by using Greek mythology, students are getting exposed to a different culture, and able to see how that culture helped to develop our own culture.

IV. INSTRUCTIONAL STRATEGIES

Core Value of Theory Practice and Collaboration: *The student teacher uses a wide array of teaching techniques.*

The student teacher:

- (XX) Utilizes a variety of instructional techniques in which both the learning activity and materials/resources are appropriate for both the instructional goal and effective student learning.
- () Demonstrates appropriate use of media/technology to enhance instruction and incorporates students use of technology into learning activities

Notes:

I had students work together with me modeling in the beginning. This is a form of direct instruction that I felt was necessary for students to understand exactly what was expected of them. Then I gave students the option of working in pairs or by themselves so that they felt they had some agency in the process and so that there was a form of variety in the structure of the lesson. At the end of the lesson I had students come back into groups and share their answers. Vygotsky tells us that learning is a social process, so I wanted to give students the chance to share their answers. I also wanted to be able to assess the students, and I have no ability to give them grades for their work because I'm not really their teacher, so having students share their answers lets me know that they've at least grasped the concept of my lesson.

V. COMMUNICATION

Core Value of Teaching, Learning and Mentoring: *The student teacher fosters positive communication and supportive interaction among students and models good communication skills.*

The student teacher:

- (XX) Models clear oral and written communication and reflects responsiveness to students and/or their families' questions/concerns.

- (XX) Thoughtful questions and higher level thinking are a part of instruction and discussion
- (XX) Facilitates instruction so that it results in positive social interaction between students and meaningful learning opportunities

Notes:

I felt that the best way to inform students of what I want from them is to model it for them. This way they can see and hear exactly what I want and they know what to do. On the worksheet I had the first answer filled out for them. In class, I went over the first one and made sure everyone was clear about what we were going to do. In case students weren't paying attention, I went around during the lesson and re-explained and guided students to make sure they were on the right track. This way when the final assessment came at the end of class, I got the results I wanted and students got a positive reaction for the work they did. Too often, are students punished for simple misunderstandings. I wanted them to have a positive reaction to this lesson and I wanted them to take some knowledge away from it.

VI. CREATION OF POSITIVE LEARNING ENVIRONMENT

Core Values of Integrity & Responsibility; Teaching Learning & Mentoring; Theory, Practice & Collaboration:
Student teacher proactively manages the classroom environment through efficient time management, clear expectations and appropriate response to behaviors.

The student teacher:

- (XX) Sets a positive classroom tone by offering encouragement to all students. Refers to students with respect and positive regard
- () Clearly communicates standards of conduct for the classroom community
- () Anticipates, stays aware of, and defuses inappropriate student behavior with minimal interruption to learning

Notes:

When I introduced this lesson, I made sure to let students know that I believed in them. As I went around and helped students I made sure never to just give them the answer. I knew that the students could all answer these questions if they had the correct background knowledge. When the students came together to share their answers, one student had clearly misunderstood, but instead of saying she was wrong for explaining the moral of the story rather than connecting the mythical character, echo, to the modern word, echo, I simply said "ok, yeah", and asked her what Echo means today. She answered and I asked her why she thought we called it that. She had the knowledge and she got to present it in front of her peers. It wasn't awkward and she still got the right answer. Vatterott says it is important to, "provide plenty of opportunities for success" (53). I believe that by guiding this student's answer in the right direction I was able to turn a potentially embarrassing moment into an opportunity for success.

VII. PLANNING

Core Values of Teaching, Learning & Mentoring and Theory, Practice and Collaboration:
The student teacher organizes instruction to support the students and curricular goals.

The student teacher:

- (XX) Effectively manages instructional time by giving clear directions, minimizing transitions and having materials prepared.
- (XX) Constructs and conducts lessons according to a plan (both long and short term) with clear and appropriate objectives
- (XX) Adjusts lesson in progress when necessary to accommodate student needs

Notes:

In order to save time, I had the papers the students were going to be working on already passed out. I made sure to leave enough time to go over the answers with the class because the last time I had a lesson in a similar format, I lost track of time and we couldn't have the after-discussion which I think is really important because the students need time to reflect on what they have just learned.

There was a slight issue because some of the students did not finish their work by the time we had to re group. I think I probably put too many problems on the worksheet, but I adjusted the lesson in the middle by just going over those problems together. Some students had finished them and some students hadn't but by going over them together, all student were able to catch the material.

VIII. ASSESSMENT

Core Values of Teaching, Learning & Mentoring and Theory, Practice and Collaboration: *The student teacher uses a variety of assessments (quantitative, qualitative, formative, and summative).*

The student teacher:

- () Creates assessment that is tied to clear criteria or standards
- (XX) Designs and uses a variety of assessments
- (XX) Uses assessment to monitor and adapt instruction
- () Maintains useful records of students' work, makes adjustments during lessons in response to student learning and can communicate student progress to parents and others, including standard test scores

Notes:

I had to assess whether or not the students understood what they were being asked to do in their worksheet. Did this by walking around during the lesson and making sure students knew what was going on. That way by the time the students came together to go over the answers, they were confident and willing to share in front of the class.

IX. PROFESSIONAL DEVELOPMENT AND REFLECTION

Core Value of Integrity & Responsibility: *student teacher engages in professional development activities including regular reflection.*

The student teacher:

- (XX) Reflects realistically upon strengths/areas needing improvement
- (XX) Shows efforts to use feedback from colleagues and students to improve; acts upon suggestions

Notes:

Based on my assessment, I think the lesson was a little too easy for some students because the connections were obvious. If I were to do this again, I might have students reading Virgil, during Latin roots and Homer or Ovid during Greek roots and do something a little more challenging with connecting the stories to the roots.

X. COLLEGIALITY

Core Values of Diversity & Similarity and Integrity & Responsibility: *The student teacher fosters positive relationships with all members of the school community (teachers, parents, administrators, staff, students, other professionals, support agencies, etc.).*

The student teacher:

- (XX) Works collaboratively with cooperating teacher and other teachers and staff in the building
- () Has made family contacts to discuss student needs/concerns/progress and provide information about instructional programs
- (XX) Follows all school policies and actively works to be a member of the school community

Notes:

When I introduced this lesson to my teacher she thought it was a really great way to extend this class. She told me that she's been struggling with finding ways to broaden it and make it more interesting. We began brainstorming ways and I told her I thought the class should really be an ACT/SAT prep course. It was nice to be taken seriously as a teacher and respected for my innovative incorporation of mythology into and etymology classroom.

Cooperating Teacher's Signature _____

Student Teacher's Signature _____