Teacher: Mary Smith

Observer: Fred Jones

Observation Date: November 14, 2017
Start Time: 12:30
End Time: 12:50

Total Observation Time: 20 minutes
Period of the Day: 4

Number of Students: 23
Grade: 3

Class: Language Arts
Lesson Topic: Macbeth

Post-observation Conference Date: November 15, 2017

1. Are modalities evident in the lesson (speaking, writing, listening, and reading), as well as culture?
   - Students heard a passage read by the teacher, then spoke, either with a partner or in a group of three, to collectively summarize (in writing) the gist of the reading.

2. Does the teacher use a wide variety of prepared and authentic materials at appropriate levels?
   - The uses of props (photos, masks, comic book version) piqued student interest; the digital tour of Scotland and then the curated materials about the costumes of Lady Macbeth.
   - Students were able to re-create the gist, so the level was apparently suitable for these learners.

3. Is the purpose of each activity clearly explained to the students?
   - The activity had already begun when I entered. However, students seemed to have a clear understanding of what they were doing.

4. Does the teacher model activities when giving directions and check for comprehension afterward?
   - Mary gave directions before and after each of the two times she read the passage.
   - When students had finished rewriting the passage summaries, three groups shared their summaries aloud with the class, and class members commented on the accuracy of information, making suggestions to augment, improve, and/or clarify the content of each.
   - Mary validated the information given, praised the students for their good work, and made suggestions for improvement as well.

5. Are the transitions between activities smooth?
   - I only observed the passage summary activity.
   - The class was preparing to move to a new activity when I left the room.
   - The steps in the summary activity went smoothly from one to the next.

6. Are the students on-task and actively involved in the learning process?
   - Most students worked cooperatively with their partners.
   - I noticed that there were three groups of three. In two of the groups, one student appeared to be much less involved than the other two students in the grouping.
   - Because only one student was writing per group, I suggest breaking up the groups of three and sticking to pairs for this particular activity so that as many students as possible are actively engaged in the process.

7. Is there an appropriate use of partner-pair and/or small-group activities?
   - Yes, students worked in pairs (or groups of three as described above) with some brief moments of teacher-centered talk for the reading, directions, and feedback.

**FIGURE 10.11 English Observation Form**

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