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| **Your Name: Edward Muller** | | **Pima Instructor: Dr. Radloff** |
| **Grade Level/Topic: High School** | | **URL (web address):** |
| **Elements** | **Observations**  Describe the evidence you see to support each element (e.g., What is the teacher doing? What are the students doing?). If you do not observe an element, write N/A and include suggestions for what could have been done. | |
| Anticipatory Set   * Did the teacher hook the students’ attention? * Did s/he focus student attention on the objective and the purpose of the lesson? * Did s/he activate prior knowledge? | **The teacher hooked the students’ attention by challenging each group to connect specific details from the book, the Hunger Games, with a particular message they were supposed to convey. Miss Wessling focused student attention on the objective of conveying a particular message and activated prior knowledge by challenging students to apply what they had read to developing the message. She could have improved this element by asking students to draw on prior knowledge.** | |
| Teaching-Input/Modeling   * Did the teacher use effective and varied strategies to provide information for students to gain the concept, strategy, or skill? * Did s/he demonstrate and show examples of what students are expected to do? | **The teacher used direct instruction to convey the objective of the assignment, common core buckets to address the skills required and observation and questions to move students through to closure. She provided guidance to each group individually to show students what she expected. She could have improved modeling by showing students a model of what she was looking for.** | |
| Active Participation   * Were ALL students actively participating, not just passively listening? * What strategies were used to encourage active participation? | **Most of the students were actively participating. This was shown because they wrote specific information on their worksheet. However, not all students were participating. Ms. Wessling encouraged active participation by looking at worksheets and then bringing up questions for the groups to answer. She could have improved participation by asking each student to comment on their progress.** | |
| Checking for Understanding   * Did the teacher use a variety of strategies to determine whether ALL students understood the objectives? * Were the strategies used throughout the lesson, not just at the end? | **The teacher used a presentation and small group approach to determine if students understood the objectives. The strategies were used throughout the lesson. However, she did not check whether all students understood the objectives. The lesson could have been improved by having each student state the objective.** | |
| Guided Practice  Did the teacher provide time for every student to demonstrate understanding by practicing new learning with guidance (from the teacher and/or peers)? | **The teacher provided new learning and gave guidance to selected members in each group. She also made sure that the groups were moving forward to construct their own message. However, she did not check on the progress each student was making. She could have developed a progress report for each student and provided a check if satisfactory progress was made.** | |
| Closure  Did the teacher AND the students say/do something to summarize lesson objectives and solidify new learning? | **The teacher summarized lesson objectives by making sure that students used the details from the text to make a statement. The students recorded the lesson objectives and new learning on their individual worksheets. She could have improved this element by providing a ticket out by having students turn in a worksheet.** | |