



Christ the Teacher Catholic Schools Post-Observation Summary

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| Teacher: | Ms. Cynthia Schultz | School: | St. Michael's |
| Lesson Observed: | Grade 5 English Language Arts | | |
| Observation Date: | Tuesday, November 29, 2011 | Time: | 9:30-10:30am |
| Observer: | Barb MacKeseay – Assistant Director of Education | | |

| Observation/ Area Discussed: | Suggestion(s)/ Targets: |
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| <p>Planning & Preparation:</p> <ul style="list-style-type: none"> • Lesson plan included (attached): <ul style="list-style-type: none"> ○ Provincial Curriculum Learning Outcomes & Indicators ○ Comprehending and Responding Strategies ○ Compose and Create Strategies ○ Materials ○ Assessment Plan ○ Set ○ Development ○ Closure | |
| <p>Lesson Presentation & Instructional Skills:</p> <ul style="list-style-type: none"> • Ms. Schultz secured the attention of all students prior to beginning her lesson. (9:30) • Introduction: Ms. Schultz announced that students would be working in their Literature Circle Groups. Groups would discuss Chapter Three. (10 minutes provided to discuss and then meet back at desks.) • Students moved to assigned locations. (9:33) • Ms. Schultz circulated to groups. • Group at back discussing: Apps, "Life game", etc. Evidence of task completion or possible a need to refocus the activity. (9:38) • Students returned to desks. (9:44) • Chapter One and Two summaries read aloud. • Students invited to provide events to create a class summary for Chapter Three. • Student responses were provided. • Ms. Schultz refined the question and asked student(s) to share one main point or event to start with. • Feedback was provided to each student response (samples noted): <ul style="list-style-type: none"> ○ Good, but that was from Chapter Two. ○ That is a correct statement, but was there a bigger event that we should note? ○ You are on the right track. • Summary written on board; students recorded the class summary in their charts. • Chapter Four read aloud: teacher/ student/ teacher/ student. (9:55-10:14). • Reading focus: Listen to events so that you can write a Chapter Four summary when we are finished reading. • Reading completed. • Individual summaries written. (All students on task and completing assignment.) • Share summary (whispering) with a partner. (10:24) | <p>The writer recommends setting a specific goal or target for the Literature groups so that the group would be accountable for certain tasks and could assess if they had accomplished them. Having a focussed goal may have contributed to connections for groups as they returned to their desks and were asked to then contribute to a class summary.</p> |



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| <ul style="list-style-type: none"> • One more task to complete before recess... Read short story and make inferences. (10:25) • Does anyone know what an inference is? • Students shared responses... <ul style="list-style-type: none"> ○ If we are asked to tie up our shoes and line up... we may think that we are going to Phys. Ed. ○ If asked to line up, people will think that we are going somewhere. • Ms. Schultz provided a definition of "Inference" on the board. • Ms. Schultz provided instructions for the assignment. • Student asked to repeat instructions to the class to be sure everyone understands what to do. • Ms. Schultz shared a sample inference. • Inference poster on wall was noted. • Two minutes to read story and work on sheet. • Finish sentence, sheet in binder, and dismiss for recess. | <p>Ms. Schultz noted that the timing of the lesson did not provide for a thorough presentation of the "inferring" component of the lesson. The writer agreed with Ms. Schultz's comments regarding this portion of the lesson.</p> |
| <p>Classroom Organization, Management & Environment:</p> <ul style="list-style-type: none"> • Ms. Schultz maintained caring, friendly interactions with students. Students exhibited respect for Ms. Schultz throughout the lesson. • Classroom procedures appear to be established, understood and followed. Systems for handling materials, supplies, student work appear to function well. | |

Cynthia, thank you for the invitation to observe your English Language Arts lesson. I wish you success as you pursue a career in education!



B. MacKeseay
(Assistant Director)