**Classroom Lesson Observation Form (Instructor)**

**Student/Teacher’s Name:** Kayla Newkirk

**Date:** 11/28/2023

**Topic:** Healthy Relationships

|  |
| --- |
| **Teacher had GANAGed lesson plan:** |
| **0****No** | **15****Yes** |
| **Goal(s):** Teacher communicated the goals or learning objectives at the start of the lesson |
| **-2.5****Strongly Disagree** | **0****Disagree** | **2.5****Agree** | **5****Strongly Agree** |
| *Additional Feedback:* Had them clearly stated at the start of your presentation and reviewed them with the class.  |
| **Access:** Teacher accessed students’ prior knowledge.  |
| **-2.5****Strongly Disagree** | **0****Disagree** | **2.5****Agree** | **5****Strongly Agree** |
| *Additional Feedback:* Used menti and said you were going to use a think-pair-share as APK. After students completed the menti, you just had them share out, but nothing was on the screen. This was a bit confusing to me. Why didn’t you show their responses live during the conversation? You also didn’t do the think pair share. And the class really struggled to get going. It appears you moved the think pair share activity to the A section, but wasn’t clear. It would have been good to have had this in the beginning to get some energy in the class.  |
| **New Information:** Teacher presented the new information in an engaging way. |
| **-2.5****Strongly Disagree** | **0****Disagree** | **2.5 (3)****Agree** | **5****Strongly Agree** |
| *Additional Feedback:* You spent a majority of the time lecturing. You asked for student involvement on occasion (i.e., “who can…” or “how could…”), but only a few students were sharing. The student in the front row spoke mostly and a female in the back. I would have liked to have seen more dynamic lecturing.  |
| **New Information2:** New information was directly related to previously state goals |
| **-2.5****Strongly Disagree** | **0****Disagree** | **2.5****Agree** | **5****Strongly Agree** |
| *Additional Feedback:* Slides were informative with information directly related to the stated goals.  |
| **Apply:** Teacher provided time for students to apply or practice their new knowledge in a meaningful manner.  |
| **-2.5****Strongly Disagree** | **0****Disagree** | **2.5****Agree** | **(4) 5****Strongly Agree** |
| *Additional Feedback:* Broke students into small groups to come up with examples of when someone showed one of the skills covered during N. The vignette wasn’t fully clear to me.  |
| **Goal Review:** Teacher reviewed goals and used informal assessment to gauge learning |
| **-2.5****Strongly Disagree** | **0****Disagree** | **2.5****Agree** | **5****Strongly Agree** |
| *Additional Feedback:*  |
| **Goal Review2:** Assessment was aligned to lesson goals. |
| **-2.5****Strongly Disagree** | **0****Disagree** | **2.5****Agree** | **5****Strongly Agree** |
| *Additional Feedback:* Did an exit ticket asking them to apply the new skills to their profession.  |

**Total \_44.5\_/50**

1. **What I noticed about how the teacher started the lesson.**
* Took attendance and covered some housekeeping items. Specifically, end of semester assignments. And provided an example along with the rubric of the campfire presentation.
* Confirmed that people knew where to find link to virtual classroom.
* I liked the picture riddle (campfire presentation).
* After covering housekeeping, you moved on to class goals.
* Then moved into menti for APK.

1. **What I noticed that I really liked.**
* Creativity in the powerpoint.
* You had good summarizations of what students said. And you drew out more information well “tell me more about that” and “I wonder what…”
* Slides had really good information on them. They were clear and easy to understand.
* I liked that you gave them numbers and broke them into smaller groups to apply the information you just covered.
* I like that it appears you were flexible with the materials due to some sort of issue.
1. **What I noticed about how the teacher dealt with behavior issues or disengaged students.**
* The beginning of the class seemed like a conversation between you and the young man in the back of the class. It’s important to get feedback from all students, especially around assignments. What are some ways you can try to elicit feedback from all students?
* When you noticed they were quiet and not fully engaged, why did you choose to point it out to the class, rather than adjust your approach to the lesson? How could you have adapted to try and get more student interaction and buy-in?
1. **What I noticed about how the teacher ended the lesson.**
* You wrapped up the lesson pretty quickly with 25 minutes left and ended with 15 minutes of instruction time remaining. Seemed rather abrupt and based on the conversations I was hearing, I’m not sure they fully understood the concepts or how they applied to healthy relationships. Based on what they were sharing, were you picking up on that? How could you have responded? This was confirmed when the students didn’t know what the skills were in order to complete their exit tickets.
1. **Questions I have.**
* What were the 3 Rs and how do they connect to healthy relationships? You moved through those pretty quickly and I didn’t fully understand.
* Your lesson plan did not align with your PPT. I think the lesson plan had a better flow and would have helped the class be a bit more engaging. Why didn’t you follow it?
1. **Suggestions for growth.**
* Consider using more dynamic lecturing and small groupings to get students engaged with the material. Maybe shorter lecture segments.
* I think you could do implement smoother transitions throughout the lesson. I was caught off guard when you shifted from APK to new information. It seemed like there was more that you could have done to get the students activated to learn.
* On multiple occasions you said “everyone is so quiet, what’s up?” Instead of saying what you said, think about how you could change your lesson to get more engagement.
* Student groups in the back were off topic during the small group exercise. One group was talking about athletics and NIL and the other was talking about their schedules, grades, and what courses they needed to take. That group was also discussing how low they could allow their grade to be without impacting their GPA. I think this small group activity would have been better as a think-pair-share as it didn’t take much time to come up with a time when someone showed one of the skills. Might be why the two groups in the back got off topic. Front group also ended up off topic talking about an activity early in the semester where they wrote something on a piece of paper no one else knew.
* The vignette seemed a bit confusing to students. I wasn’t fully sure what they were supposed to do in relation to the vignette and what was covered in class. There seemed to be good conversations going on, but they were mainly focused on cultural awareness, not necessarily the other concepts. Were they supposed to use problem-solving strategies? I couldn’t remember what they were. I think instead of having the 3 questions for them to respond to, or in addition, you could have asked them how each of the skills applied or were evident in the vignette. I could see how they were, but the questions didn’t prompt students to identify those as well as they maybe could have.
* I think it could be helpful if you worked on being a bit softer in response to students. There were a few points where you responded pretty quickly and in a manner that made your response seem a bit short, even if unintentionally. One specific instance was when a male student in the back asked if he needed to put his name on the exit ticket. You responded by saying “yes, it’s an exit ticket”, which was accurate, but it came off a bit short and like you were annoyed he had asked. He and his group then began grumbling about it. Trying something like, “yup” or “please” could be perceived as a bit warmer.