

FACILITATOR OBSERVATION

School	SCHOOL #4
Teacher	TEACHER A

Unit	Raisin/Death
Lesson #	Combo

Facilitator	FACILITATOR #3
Date	5/12/2010

CIRCLE ONE: Strongly Disagree: 1 \longrightarrow Strongly Agree: 5

Observation Criteria	1	2	3	4	5	Observation Notes
TEACHER gives clear direction throughout lesson					x	Easily accessible directions. Well scaffolded breakdown of lesson expectations.
TEACHER follows or adapts unit lesson plan provided				x		Well adapted to meet specific needs of students.
TEACHER gives all students opportunity to participate					x	Encourages group discussion and small group work to engage students. Every student has a voice and is welcome to share.
TEACHER shares AV specific goals with students and addresses them in practice					x	Goals were stated clearly at the beginning of the lesson and referred to throughout the lesson with references made to what the students have been learning in their drama teacher's class.
TEACHER uses formative assessment to identify student reflections					x	Students worked in small groups to create posters that clearly reflected what they have learned regarding the A.V. unit.
LESSON promotes student inquiry					x	Students were encouraged to question their poster topics, research facts supporting their topic, and form an opinion supporting their facts.
LESSON meets class time constraints					x	Clear beginning (do now), clear transitions. Goals accomplished in a timely manner.
STUDENTS are engaged and focused in lesson plan					x	Students were all on task discussing group topics and brainstorming ideas on their own. Students worked very well together.
Modifications/suggestions						

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At the start of the lesson the aim was clearly stated on the board: Is the American Dream and 1950's culture as great as it seems?
Students read the aim and then did the do now: Is there a negative aspect to the American Dream? What do you think it is?

After students completed the do now, [TEACHER] engaged the students in a group discussion based on their do now answers. She encouraged students to explore the different ideas presented as well as to engage in a real conversation with each other with [TEACHER] serving as class facilitator. [TEACHER] kept the kids focused by referring back to the commercials that they had already watched as well as the themes of the plays that they have been studying in their drama class.

After sufficient class discussion time, [TEACHER] showed the students a series of photos of Levittown. [TEACHER] called on students to read the text, she guided their noticing, encouraged reactions to the images, and helped the students to connect the images to modern day housing developments.

After the Levittown photos, [TEACHER] divided the students into small groups. Each group was given a topic on an index card. Each group was to use their topic to create a poster that included the following information:

- Title
- A minimum of three images
- Topic clearly written
- Student responses to topic

The assigned topics were:

- . Groups who had difficulty attaining the American dream
- Babyboom
- Levittown
- Consumer Culture
- Birth of television
- Segregation

Students used textbooks and laptops to research. Students were all on task. At the end of the lesson [TEACHER] tied everything together by referring to the aim and allowing a reflective discussion.