Penina Weber PEP I Spring 2012

Moriah – Observation #3

1.Details and Reactions to Pre-Observation Conference

I gave my worksheets and observation chart. Unfortunately, I forgot to make a new seating chart of the new desk-clusters, which could have explained students’ level of dis/engagement.

2. Brief overview of lesson

2nd installment of textual learning of Megillat Esther chapter 1. With partners, students learn selected pesukim and answer questions to assess comprehension.

3. Details and Reactions to Post-Observation Conference

While I understood my goals for the class, I did not make them clear to the students. Also, I should have looked at the worksheets through the eyes of 11-year-olds to realize that it was too text-heavy.

4. Objectively Recorded Data

I used various materials to effectively differentiate for different kinds of learners. I should allow more time for students to process, reflect, and respond before jumping into answers. Also, I should close the lesson by bringing everything full-circle, showing the achievement of our goals.

5. What did you learn/discover about yourself and your students from this lesson and subsequent discussion?

I realize that my students enjoy my lessons, but I must give clear instructions and set realistic expectations for them to enjoy it in a relaxed way, and not be intimidated by a learning level slightly beyond their comfort zone. I must be focused with myself and my students on the textual and analytical goals; to accomplish the specific goals of the lesson, I must consistently speak Hebrew or English, but not let the Hebrew skills interfere with learning the story, if the STORY is the goal.

6. How do you plan to build on this discovery to help you grow as a teacher?

I am working on finding the balance between setting high expectations, and being realistic about young students’ abilities to accomplish. I can’t assume that they will infer or understand quickly; I can only expect them to understand what I clearly explain, and therefore try to pre-empt all possible questions when giving directions.

7. How do you plan to build on what you learned in your next lesson?

I already implemented a less rigorous approach, allowing for more quality learning, even if less quantity of studied text. Rather than requiring ALL pairs to read ALL pesukim, I assigned each pair to read 2 pesukim and answer the 1 question on each pasuk; we then went over them, each pair teaching it to the rest of the class, pulling-together the disparate threads into 1 stream of the whole perek. I provided a word bank for the difficult words in the perek, used simpler Hebrew in the questions, allowed space for 2 pictures and not just 1, and put fewer questions on a page.