PROGRAM (please circle):       KFELEN       SECONDARY       TESL       MUSIC       PHYS. ED       4         Date (mm/dd/vyyy):       DD DD DD DD DD DD DD Student:       GIULALato       4         School:	McGill	PRE-OBSERVATION CONFERENCE THIRD FIELD EXPERIENCE	✓ Foi	rmati	ve as	1 2 3	ent #
Cooperating Teacher:	Date (mm/dd/ygyy):	015_ Student: Giulia Lato	20	م ر	_	4	
Review the student teacher's lesson plan:       Image: Comparison of the student teacher's lesson plan (PC 3)         Plans and frames activities with logical progressions of learning within the lesson (PC 3)       Image: Comparison of teacher's lesson (PC 3)         Links the lesson to subject-specific competencies (knowledge, strategies, skills) (PC 3)       Image: Comparison of teaching approaches from a range of sources into lesson plan (PC 1, 3)         Incorporates current resources and suitable teaching approaches from a range of sources into lesson plan (PC 1, 3)       Image: Comparison of teacher (PC 7)         Integrates ICT (as appropriate) in the design of lesson (PC 8)       Image: Comparison of teacher (PC 8)	Teaching Context: Concept Choose one lesson for the Formativ Assessme	e assessment: complete the Pre-Observation Conference, ent, and Post-Observation Conference forms.				n	
Plans and frames activities with logical progressions of learning within the lesson (PC 3)       Image: Comparison of learning within the lesson (PC 3)         Links the lesson to subject-specific competencies (knowledge, strategies, skills) (PC 3)       Image: Comparison of learning approaches from a range of sources into lesson plan (PC 1, 3)         Incorporates current resources and suitable teaching approaches from a range of sources into lesson plan (PC 1, 3)       Image: Comparison of lesson (PC 1, 3)         * Differentiates the lesson to accommodate the needs of students (PC 7)       Image: Comparison of lesson (PC 8)			- 1	1	21	2	1
Links the lesson to subject-specific competencies (knowledge, strategies, skills) (PC 3) Incorporates current resources and suitable teaching approaches from a range of sources into lesson plan (PC 1, 3) * Differentiates the lesson to accommodate the needs of students (PC 7) Integrates ICT (as appropriate) in the design of lesson (PC 8)	Boviow the student teacher's lesson plan	:	5	4	3	-	-
Incorporates current resources and suitable teaching approaches from a range of sources into lesson plan (PC 1, 3)  * Differentiates the lesson to accommodate the needs of students (PC 7) Integrates ICT (as appropriate) in the design of lesson (PC 8)			5		3	-	-
* Differentiates the lesson to accommodate the needs of students (PC 7)	Plans and frames activities with logical progression	ons of learning within the lesson (PC 3)	5		3	-	-
Integrates ICT (as appropriate) in the design of lesson (PC 8)	Plans and frames activities with logical progression	ons of learning within the lesson (PC 3) 5 (knowledge, strategies, skills) (PC 3)	5		3		-
Integrates ICT (as appropriate) in the design of lesson (PC 8)	Plans and frames activities with logical progression Links the lesson to subject-specific competencies Incorporates current resources and suitable teac	ons of learning within the lesson (PC 3) s (knowledge, strategies, skills) (PC 3) ching approaches from a range of sources into lesson plan (PC 1, 3)	5		3	-	
	Plans and frames activities with logical progression Links the lesson to subject-specific competencies Incorporates current resources and suitable teact * Differentiates the lesson to accommodate the	ons of learning within the lesson (PC 3) s (knowledge, strategies, skills) (PC 3) hing approaches from a range of sources into lesson plan (PC 1, 3) needs of students (PC 7)	5		3		

Targets a self-directed specific teaching skill for development (PC 11)

\* with the assistance of the CT

Comments and strategies for improvement and on-going professional development based on the lesson plan:

A very thorough, well thought out lesson, There seems to be a lot 4000. If things don't goas genickly as you expect, do you have a modification in mind?