



McGill

PRE-OBSERVATION CONFERENCE THIRD FIELD EXPERIENCE

✓ Formative assessment #:

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input checked="" type="checkbox"/>	4

PROGRAM (please circle):

K/ELEM

SECONDARY

TESL

MUSIC

PHYS. ED

Date (mm/dd/yyyy):

11/26/2015

Student:

Giulia Lato

School:

Cycle/Year/Subject(s):

3/2/ French

Cooperating Teacher:

McGill Supervisor:

Teaching Context:

Les Homophones (on/ont)

Choose one lesson for the Formative assessment: complete the Pre-Observation Conference, Observation Assessment, and Post-Observation Conference forms.

KEY: 5 = Advanced 4 = Thorough 3 = Acceptable 2 = Partial 1 = Minimal

Review the student teacher's lesson plan:	5	4	3	2	1
Plans and frames activities with logical progressions of learning within the lesson (PC 3)	✓				
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)	✓				
	Yes		No		
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:

Well planned out. Having options & alternatives always helps you to make the decisions that are required. Again, I like your rationale behind the whole plan. Recognizing that some topics are not exciting to teach and therefore bringing in activities that can help make them more interesting is essential to making learning enjoyable.