

Coburn-Palo September 2018

Nick, thank you for the opportunity to visit your class. On display were a number of York's professional excellence criteria, most notably these: *organized and prepared for class; sets appropriate high standards for students; positive rapport with students; instills curiosity in students, guiding them to become critical thinkers and problem solvers.*

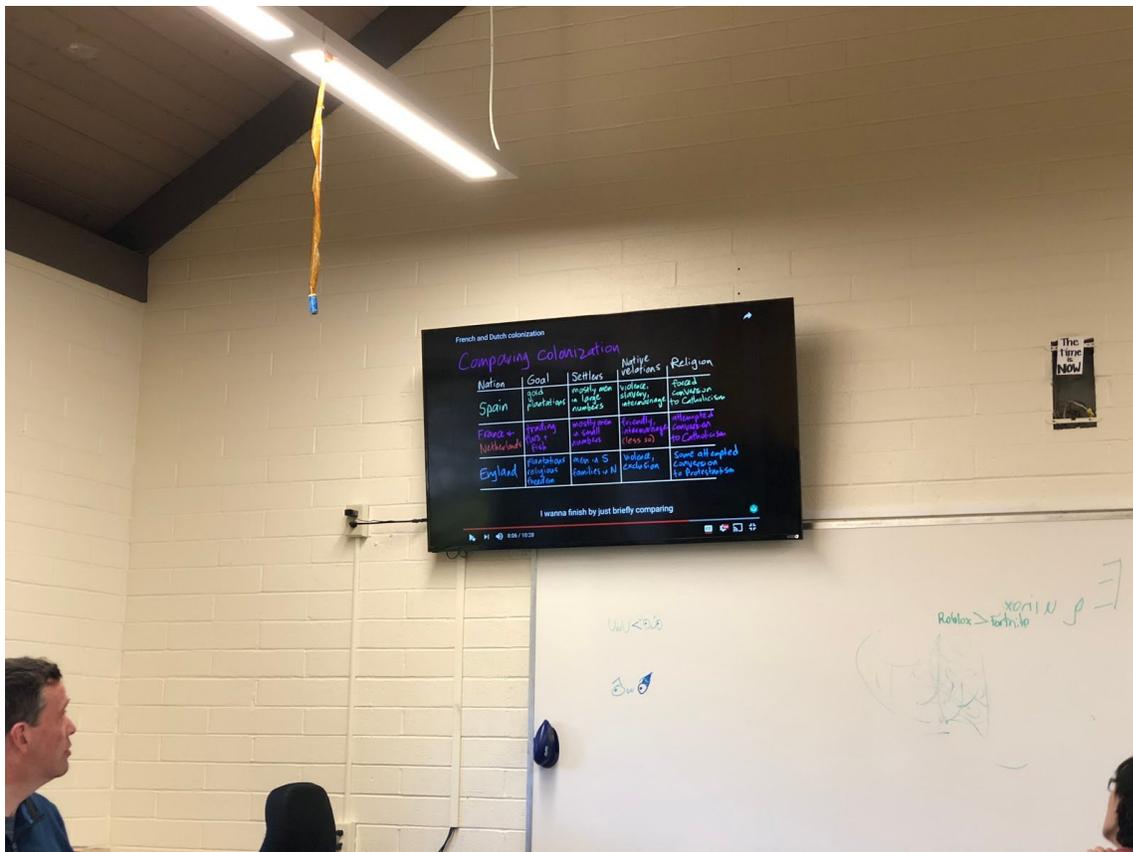
When I walked into class I observed students seated in seminar fashion. Two students were at the front of the class with devices presenting from the two screens over the white boards. Jasmine was leading the presentation on explorers in the new word. The slides were well-designed in images and text, not too busy and clear in outline form.



Through the first half of the lesson Jasmine presented slide by slide and students were attentive. I observed them taking notes in google docs, looking at slides on their devices, and following along.

As Jasmine would finish a slide you would often compliment her (“very good!”) and then reinforce key information or offer fun facts, (the Rock eats a lot of cod) and other matters relevant to the slides. Or you might ask a question (“Why was that Jasmine?” / “Sun, what do you think they did?”). This interplay between you, the presenters and the class was marked by positive rapport and lots of context and information for the class to absorb.

I have included here about four minutes of interaction from the lesson:
https://drive.google.com/file/d/1soISU4T_FcMT21IqPSHh7hde3Ao-Qo_K/view?usp=sharing



In the last third of the lesson, you offered a clip from a video which provided a clear comparison chart of countries and their approach to exploration. I appreciate that you drew the classes attention to the clear graphic organization of the chart and stated, “This is what you should be doing,” encouraging students to create their own chart.

You then asked, “Who had the wisest approach Abigail?,” a question which cued higher order evaluative thinking.

Here is a link to a short clip of that video:

<https://drive.google.com/file/d/1LuWhLntBjEQSkUHAmB86pkrpNRnIPP2Z/view?usp=sharing>

It is good to see you effectively using the displays in room 6 for visual input, and at the end of class, you reminded students that the clip is posted in Haiku, which signals to me you are effectively using Haiku as a learning management system where digital resources are stored for student consumption.

Overall, I applaud the lesson as an indication of what you are asking students to generate, consume, and evaluate in world history 2. I was left with a couple of questions:

1. I never observed George present nor field a question but he did stand at Jasmine’s side for the whole presentation, so it is unclear to me if he was expected to speak at all or if he had spoken earlier.
2. As you responded to the slides one by one with additional information, I wondered what Jasmine and George’s experience was in standing there while you spoke in between their slides.
3. The input you provided was very detailed and rhetorically clear and largely auditory at times, so I wondered what the dual processing experience was for students who might struggle with looking at a slide, listening to a student speaker, and listening to a teacher lecture within the space of a few minutes.