Model Lesson Observation

**Learning Intent** (from Learning Outcomes for EDST213)

- Familiarity with the Teacher Education Certification Competencies (TECC)
- Inquiry into the nature of professional practice
- Understanding how TECC are embedded in the “everyday” professional expectations of learning in Saskatchewan.
- Developing respectful, mutually supportive professional relationships.
- Increasing awareness of the complex nature of teaching in Saskatchewan schools.

The collaborating teacher could provide and teach a model lesson.

Prior to teaching the lesson the collaborating teacher would discuss with the teacher candidate the design and instruction aspects to focus on while the lesson is being taught. The collaborating teacher would share with the teacher candidate how those aspects of design and instruction connect to the TECC competencies.

It is important to note that the collaborating teacher’s demonstration of some elements of the TECC might be highlighted more in the *design* rather than the *delivery* of the lesson.

Following the model lesson the collaborating teacher and teacher candidate should discuss the focused-upon aspects of the lesson (design and/or delivery). The collaborating teacher might ask questions such as:

- Given your impressions of the design and delivery of this lesson, what might we discuss that be most beneficial to you as you consider your own growth as a professional educator?
- As you think about the aspects of the lesson upon which we focused, what did you notice and what questions might you have?
- What connections are you making between the model lesson and your own practice?
- As you consider your TECC personal inquiry questions, what is coming to mind for you?

This reflective conversation is meant to support the focus of the teacher candidate’s inquiry questions and to provide an intentional space to discuss practice subsequent to a focused observation of a collaborating teacher.

**No documentation needs to be provided to the Field Experience Office.**