

Classroom Observation Report for B.Ed

Date: November 12, 2025

Observer: Dr. Linda Hughes

Teacher Observed: Ms. Sarah Benson

School: Central City College

Subject: English Literature

Grade Level: 10

Duration of Observation: 3 hours

Observation Overview: The purpose of this observation was to assess the teaching methodologies and classroom management skills of Ms. Benson, a senior B.Ed student, as part of her practical training requirements. The focus was on how effectively she engaged students with the material and managed classroom dynamics.

Classroom Environment: The classroom was well-organized and conducive to learning. It featured a clear and accessible layout, supportive posters that reinforced the literature themes being discussed, and stations for group work. Ms. Benson utilized technology effectively, incorporating a smartboard for interactive presentations.

Lesson Content: Ms. Benson's lesson focused on analyzing character development in Shakespeare's "Macbeth." She introduced the topic with a brief overview of Shakespeare's historical context and its impact on character creation, which helped frame the discussion.

Teaching Methods: She employed a variety of teaching methods:

- **Direct Instruction:** Ms. Benson effectively used direct instruction during the initial presentation of the lesson's goals and the historical background of the play.
- **Collaborative Learning:** She facilitated group discussions where students analyzed specific characters from the play, encouraging peer learning and critical thinking.
- **Interactive Technology:** Digital quizzes and interactive timeline activities on the smartboard engaged students and reinforced key concepts dynamically.

Student Engagement: Student engagement was high throughout the lesson. Ms. Benson's use of questioning techniques was particularly effective in eliciting student participation. She posed open-ended questions that prompted students to think critically about the motives and development of the characters in "Macbeth."

Classroom Management: Ms. Benson demonstrated strong classroom management skills. She maintained a positive learning environment, managed transitions smoothly between different activities, and handled minor disruptions promptly without detracting from the lesson flow.

Assessment and Feedback: Formative assessment was conducted through on-the-spot questioning and feedback during group activities. Ms. Benson provided constructive feedback that was specific and affirming, helping students understand complex literary concepts and improve their analytical skills.

Challenges Observed: One challenge observed was in managing varying levels of prior knowledge among students. While most students were actively engaged, a few struggled to connect the historical context with the literary analysis.

Recommendations:

- **Differentiated Instruction:** Incorporate more differentiated resources to cater to varying levels of understanding and engagement among students.
- **Professional Development:** Participate in further professional development sessions on integrating historical contexts into literature lessons to enhance student understanding and engagement.

Conclusion: Ms. Sarah Benson displayed commendable teaching skills and a robust grasp of effective educational practices suitable for the demands of a high school English literature class. Her ability to engage students and manage classroom dynamics effectively highlights her potential as a proficient educator in the making. With continued professional growth and a focus on differentiated instruction, she is well on her way to becoming an outstanding teacher.