



Legaspi, Edmore CPT-42

Mrs. Navales

Activity #6

You will observe 1-2 different classes. This will give you an opportunity to assess if the lesson objectives / learning outcomes are applied in an instruction.

Be guided by the following:

- 1. During the observation of the one or two classes, answer the observation sheet.
- 2. Based on the observation sheet, analyze the classes by answering the given question.
- 3. Make a learning portfolio by searching a quotation that states the significance of goals and objectives. And relate the quote to learning objectives/intended learning outcomes as a guiding star in the lesson development.
- 4. For purposes of reliability, include this in your e portfolio.
- 5. In the second column, the first example is given but you have to add more to support your answer.

Analysis:

- 1. Why is it sound teaching practice for a teacher to set the direction of the lesson and to share his/her lesson objectives or intended learning outcomes with his/her students?

To encourage students to take more control of their learning. Students will know what and why they are learning. It gives an opportunity to connect up with previous sessions.

- 2. Did you find the lesson objectives or intended learning outcomes of the three (3) teacher SMART? Support your answer.

Yes because well-defined learning objectives describe what the learner must be able to achieve upon completion of the educational activity. Bloom's Taxonomy and SMART are two tools that educators may leverage towards writing learning objectives that effectively relate the intended outcomes to the learners, simultaneously setting up the educators to successfully attain the learning outcomes within the time and resources provided. The successful academic anesthesiologist can align the instructional method, assessment, and intended learning outcome by using SMART learning objectives rather than learning goals.

- 3. Do SMART objectives help the lesson become more focused?

SMART objectives can help teachers to structure in-class time in a more global, semester-level sense. S.M.A.R.T. objectives — if crafted well — naturally give rise to concrete assessment mechanisms (they are, after all, Measurable, Results-focused, and Time-bound).

- 4. Were the lesson objectives / intended learning outcomes in the cognitive, psychomotor, and affective domains? Support your answer.

The domains of learning teach students to think critically by using methods that make the most sense to them. They benefit students by teaching them various ways to approach new ideas and concepts. They also give teachers tools to cater the learning experience to the specific needs of each student.

Observation Sheet 1

Resource Teacher: Florivic Amoncio Javier

School: Lakan Dula High School

Subject Area: T.L.E. Subject

Grade/Level: Grade 10

Lesson objectives/intended learning outcomes set the direction of the lesson.

The Resource Teacher began her lesson by stating her objectives.



Lesson objectives/intended learning outcomes are integrated in 2 or 3 domains.	The teacher explains his goal, which is for the students to know, be ready for, accept, and pay attention to different stimuli. Students in this situation are still passive, merely listening to or paying attention to classroom activities. Students are asked to show the requested behavior after the teacher has explained the lesson and they have expressed a desire to behave in response to the idea, object, or set of values more than just through introduction alone. At this level, it is expected that students would be able to imitate the conduct shown after the teacher has shown the video presentation or the lesson learning objectives. If pupils are capable of doing it, they should know that this action is not automatic and that mistakes may happen when they try it.
Lesson objectives/intended learning outcomes are SMART (Specific, Measurable, Attainable, Result-oriented, and Time-bound).	The instructor emphasizes that he wants his students to be aware of, prepared for, accepting of, and attentive to many stimuli. In this scenario, the students are still in a passive state and are only listening to or paying attention to the lessons. After the lesson has been given and the students have indicated a desire to respond to the idea, object, or set of values in a way that goes beyond simple introduction, the instructor asks the class to demonstrate the desired behavior. At this level, it is expected that students would be able to reproduce the behavior displayed following the showing of the video presentation or the lesson's learning objectives by the teacher. Students should understand that this behavior is not automated and that mistakes can occur if they are capable of doing so.
<p style="text-align: center;"><b>Observation Sheet 2</b></p> <p><b>Resource Teacher:</b> Florivic Amoncio Javier      <b>School:</b> Lakan Dula High School <b>Subject Area:</b> T.L.E. Subject      <b>Grade/Level:</b> Grade 10</p>	
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Lesson objectives/intended learning outcomes are SMART (Specific, Measurable, Attainable, Result-oriented, and Time-bound.	The teacher wants to improve his students in the computer system servicing and knowledge in the hardware. The teacher could set a week to discuss each topic (specific, achievable) for the rest of the school grading (Time-bound, Measurable) on a subject the class is studying (Relevant)
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