



## ② Teacher Pre-Observation Guide for Formal Observation by an Evaluator

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|---|-------------------------------|
| <b>Teacher:</b>                                 | Ryan O’Leary                  |
| <b>School:</b>                                  | Compass Public Charter School |
| <b>Grade Level(s):</b>                          | 6th Grade                     |
| <b>Subject:</b>                                 | ELA                           |
| <b>Name of Observer:</b>                        | Kelly Trudeau                 |
| <b>Date of Pre-Observation Conference:</b>      |                               |
| <b>Date of Scheduled Classroom Observation:</b> | 2/4/2021                      |

You should complete the following *Guiding Questions* in preparation for your observation and provide this form to the evaluator in advance of the formal observation. You may, optionally, wish to provide artifacts (such as a unit plan) that would help support the observation.

| <b>Guiding Questions</b>   | <b>Framework Connection</b> |
|--|-----------------------------|
| What do you want the students to know and be able to do?   |                             |
| <p>1. Explain the BIG ideas and knowledge students must obtain in your specific content area? What is the scope and sequence of learning for this class?</p> <p>If I am successful in my teachings, students should be able to develop their analytical and critical thinking skills through close reading, discussion/presentation of information, and writing. Throughout the year students learn about the major themes literature has to offer and analyze how authors use figurative language to enhance their stories. In order for students to express their idea and share their knowledge, they will create argumentative, narrative, and informative essays using the up to date Modern Language Association formatting (MLA).</p> | 1a, 1c                      |
| <p>2. How will you communicate the learning objectives to the students?</p> <p>I will communicate my learning objectives to the class verbally at the beginning of the period and also write them on the board so that students can refer back to them during the day. I also post my unit plan onto Schoology along with goals for each week so that students and parents understand what to expect in class.</p>   | 3a                          |
| <p>3. Describe your thinking and process for selecting instructional materials and resources outside of the core curriculum.</p> <p>When selecting materials for my classroom resources, I make sure that everything I bring into the classroom helps scaffold my lessons to help students learn. Scaffolding has been proven to be the most efficient way to help students so I try to incorporate the strategy into everything I teach. Over the past few years I have been trying to create</p>   | 1d, 1e                      |



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| <p>assignments which carry over to other subjects such as History, but I could not accomplish cross curriculum activities due to Covid restrictions this year.</p>   |        |
| <p>4. Are there any students you would especially like me to observe?<br/>We have all of our IEP and 504 students sitting at table #8 in my classroom (the table placed purposefully across from my desk). I would like you to watch these students in particular in order to make sure that I am “teaching to the high” correctly, while also supporting these students.</p>  | 1b, 1e |
| <p>How will you know that the students have learned? How will you respond to their learning?</p>   |        |
| <p>5. How and when will you know whether students have learned what you intend?</p> <p>In order to get the most reliable information on how much students have learned, it is important that I give formative assessments each week in order to maintain an accurate record. The 6<sup>th</sup> Grade students are given homework assignments each week which ask students to recall content and skills from the previous weeks and units in the past. These homework assignments can be used as formative assessments but I also try to give the students different types of formative assessments such as quizzes, jigsaw activities, and group projects.</p> <p>The lesson that will be observed during this formative review will be our introduction to “The Sound Of Thunder” by Ray Bradbury. After the M.U.G bell ringer, students will be reviewing the terms they were taught at the beginning of the week in order to help with their retention.</p> <p>These terms are foreshadowing, mood, tone, and the different types of conflicts found in literature. I will be able to determine how well students are understanding these terms based on how many students participate in the discussion we have about them. Students will be having a quiz over these terms the following week on February 12th, so it will be good to see which areas must be reviewed more before the quiz.</p> <p>Students will also be filling out a graphic organizer while they read “The Sound Of Thunder” which asks them to find the mood, tone, setting, conflicts, and any foreshadowing in the story. I will be able to tell how well students are understanding the content being taught based on how easily they can complete the graphic organizer.</p> <p>Here are some examples of the graphic organizer they will be completing for all of the stories they read:</p> | 1f, 3d |

| Text Example                         |                                      | Text Example                          |  | Text Example  |  |
|--------------------------------------|--------------------------------------|---------------------------------------|--|---|--|
| Inciting Incident:                   |                                      | Location:<br>Insert Text Here         |  | Foreshadowing Example:<br>Insert Text Here                        |  |
| Climax:                              |                                      | Time Period:<br>Insert Text Here      |  | How does this example relate to the story?<br>Insert Text Here    |  |
| Resolution:<br>Insert Text Here      |                                      | Cultural Context:<br>Insert Text Here |  | Symbol:<br>Insert Text Here                                       |  |
| Major Characters<br>(Static/Dynamic) | Minor Characters<br>(Static/Dynamic) | Topic:<br>Insert Text Here            |  | What does it represent in the story?<br>Insert Text Here          |  |
| Insert Text Here                     | Insert Text Here                     | Theme:<br>Insert Text Here            |  | Simile or Metaphor:<br>Insert Text Here                           |  |
|                                      |                                      |                                       |  | What does this mean in relation to the story?<br>Insert Text Here |  |

  

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| <p>6. What difficulties do students typically experience in this area?</p> <p>Students will typically struggle with finding the tone and mood of the stories we read due to a couple of factors. For one, this is the first year that they are learning about the tone and mood of stories, while also having to break down each element of the story in order to find the correct answers. Students in the 6th grade tend to struggle when analyzing specific details of a story due to this being the first year they are asked to do such a thing.</p>  | 1a     |
| <p>7. What adjustments do you typically make when students are struggling with concepts?</p> <p>When I notice a student struggling with a concept I try to help them one-on-one in the classroom and schedule a time to meet during advisory (work time) before school begins. I make Kahoots for the 6<sup>th</sup> grade students who need to process the information in a different manner using the computers. If students do not have access to a device at home, I will help them make flashcards or give them alternative homework assignments to help with the area of difficulty.</p>             | 3d, 3e |
| <p>8. How do you differentiate for students who do not “get it?”</p> <p>If students are struggling with a concept in class I will try to work with them one-on-one or meet with them during advisory or after school. Once I meet with the student and determine the specific area they are struggling with, I will give them alternative homework assignments so that they can learn in a style that better suits their needs. When a student has worked with me on a concept they are struggling with, I will give them a formative assessment in the form of a small quiz or assignment in order to</p> | 3e     |



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| <p>make sure they have learned the material in order to move on from the specific content they struggled with.</p>   |               |
| <p>Instructional Strategies and Feedback to Students</p>   |               |
| <p>9. Describe the strategies you use to engage students in the learning process?</p> <p>In order to connect with the students and get them excited about what they are learning I do my best to show the same excitement I would like them to have. Although there are times when the assignments simply are not going to be fun or entertaining, I don't lie to them and say that it will be. I am honest with them about the material being necessary for their education and they tend to enjoy my honesty. Whenever I can, I try to make assignments enjoyable for the students so that they will give their best effort on the assignment.</p> <p>I make assignments that involve groups and dioramas, the kids get excited to show what they have learned. I also find that students enjoy games which test their knowledge, so I have found myself using Kahoot quizzes frequently in my class for vocabulary words, unit terms, and grammar activities.</p>   | <p>3b, 3c</p> |
| <p>10. How do you address off-task classroom behavior by students during instruction?<br/>These are the following procedures I use in my classroom to address off-task behavior. It works like a strike system.</p> <ol style="list-style-type: none"> <li>1) I stand next to the student and tap their desk in order to let them know they are not behaving according to my classroom standards.</li> <li>2) I remove any distractions from their desk and have the students put them in their backpacks ("fidget toys", books, erasers).</li> <li>3) I ask the student to step out into the hallway in order for them to reset themselves. After a few minutes, and when the rest of the class is working, will go into the hallway in order to talk to the student about their behavior bring them back into the room.</li> <li>4) If a student is still unable to correct their behavior through these steps, they will be sent to the vice-principal's office so that they may address the behavior.</li> </ol> | <p>3b</p>     |
| <p>11. Explain your process and reasoning for grouping students?<br/>Due to Covid restrictions the students are placed into pod groupings which they must stay in for their safety. The pod groupings were made by the science department due to the group projects in their classes.</p>  | <p>3c</p>     |
| <p>12. What data do you keep as evidence of differentiation and/or intervention for different individuals or groups of students in the class?<br/>13.<br/>In order to show differentiation and intervention for students I use a website called Newsela and Vocab.com for enrichment and intervention with the standards of</p>  | <p>1e</p>     |

*Borrowed from Collinsville Community Unit School District No. 10*



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| <p>close reading and vocabulary. For students that are struggling with an individual concept, I create a differentiated homework assignment for the concept in order to give more practice. For students that are exceeding in the class, I give them enrichment activities based on the unit we are learning. For this Short Story Unit, the enrichment activity would be for the student to either write their own short story of 1500-2000 words or create a new beginning and ending for the current short story they are reading.</p>   |    |
| <p>14. How do you provide feedback to students regarding their learning during instruction?</p> <p>I give verbal feedback to students each day on their warm up, individual work, and group projects. When students turn in their work, they receive feedback by the end of the week on how they did on the assignment and what they could do to earn a higher score. Students and parents can find their grades on all assignments, as well as comments I attach to each assignment, on Powerschool.</p>  | 3d |
| <p>15. How will you provide feedback to students regarding their progress toward student learning objectives?</p> <p>After having success with feedback last year, I have continued to use the same strategies this year. I give both verbal feedback each day to table groups regarding the activities we are working on that relate to the learning standards for English. Each time students turn in an assignment I do my best to get a grade back to the students by the end of the week with written feedback on Schoology or PowerSchool. It is important to me that I give good feedback to students before any quizzes or tests so they have every opportunity to learn from their mistakes and capitalize on their success for the upcoming assessments.</p> |    |

Screenshot of the Short Story Unit plan found on Schoology:

Course Options

Materials

- Updates
- Gradebook
- Grade Setup
- Mastery
- Badges
- Attendance
- Members
- Analytics
- Workload Planning
- Conferences
- Edpuzzle
- NWEA Assessments
- PowerSchool
- SchoolTube

Access Code

KNMZ-9GX6-KPWPJ  
[Reset](#)

926N-BP5H-NXK68  
[Reset](#)

8C7Q-3N9F-D4QHB  
[Reset](#)

6R9R-6M6D-QZP95  
[Reset](#)

Information

Grading period  
Semester 2: 1/19/21 - 6/04/21

We will begin this semester with our Short Story Unit where we will analyze the theme, tone, mood, settings, and characters within smaller works of literature. The short stories we will be reading are from a wide selection of genres including science fiction, fantasy, comedy, mystery, and even a graphic novel in the form of a short story.

The short stories for this unit are as follows:

- "The Elevator" by William Sleator
- "The Landlady" by Roald Dahl
- "A Sound of Thunder" by Ray Bradbury
- "Eleven" by Sandra Cisneros
- "Harrison Bergeron" by Kurt Vonnegut
- "Raymond's Run" by Toni Cade Bambara

While the stories we are reading during this unit are shorter in length than a usual novel, they are still packed full of information for us to break down as the readers. Whether it be a characters growth throughout the story, the theme of the novel evolving with the conflict, or the tone of the story being changed due to the setting's atmosphere, these short stories must be analyzed with the same level of detail that we would put towards any other novel.

The key literary terms covered in this unit will be as follows:

- Plot Diagram
- Character Development
- Tone
- Mood
- Types Of Conflict
- Theme
- Foreshadowing
- Symbolism
- Simile
- Metaphor

In the files attached to this page, you will see which types of questions we will be answering for each story we read.

Our mid-unit quiz of the unit will be on Friday, February 12th.

Our unit test will be taken on Friday, March 5th.

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| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="font-size: 8px;">Resolution</td></tr> <tr><td style="font-size: 8px;">Insert Text Here</td></tr> </table>                     | Resolution                     | Insert Text Here | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="font-size: 8px;">Cultural Context</td></tr> <tr><td style="font-size: 8px;">Insert Text Here</td></tr> </table>               | Cultural Context               | Insert Text Here | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="font-size: 8px;">Insert Text Here</td></tr> <tr><td style="font-size: 8px;">What does it represent in the story?</td></tr> <tr><td style="font-size: 8px;">Insert Text Here</td></tr> <tr><td style="font-size: 8px;">Symbol or Metaphor</td></tr> <tr><td style="font-size: 8px;">Insert Text Here</td></tr> </table> | Insert Text Here | What does it represent in the story? | Insert Text Here | Symbol or Metaphor | Insert Text Here |
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| Cultural Context  |                                |                  |   |                                |                  |  |                  |                                      |                  |                    |                  |
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| Insert Text Here  |                                |                  |   |                                |                  |  |                  |                                      |                  |                    |                  |
| What does it represent in the story?  |                                |                  |   |                                |                  |  |                  |                                      |                  |                    |                  |
| Insert Text Here  |                                |                  |   |                                |                  |  |                  |                                      |                  |                    |                  |
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| Insert Text Here  |                                |                  |   |                                |                  |  |                  |                                      |                  |                    |                  |
| Minor Characters (Name/Symbol)  |                                |                  |   |                                |                  |  |                  |                                      |                  |                    |                  |
| Insert Text Here  |                                |                  |   |                                |                  |  |                  |                                      |                  |                    |                  |
| Topic   |                                |                  |   |                                |                  |  |                  |                                      |                  |                    |                  |
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