**➁ Teacher Pre-Observation Guide for Formal Observation by an Evaluator**

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| **Teacher:** | Ryan O’Leary |
| **School:** | Compass Public Charter School |
| **Grade Level(s):** | 9th Grade |
| **Subject:** | English |
| **Name of Observer:** | Mrs. Trudeau |
| **Date of Pre-Observation Conference:** |  |
| **Date of Scheduled Classroom Observation:** | 4/24/2018 |

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.

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| **Guiding Questions** | **Framework Connection** |
| What do you want the students to know and be able to do? | |
| 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?   Through reading William Shakespeare’s *Romeo and Juliet*, students will explore the role of fate in life, the effects of hate on society, and the facets of love. | 1a, 1c |
| 1. How will you communicate the learning objectives to the students?   I will have the learning objectives for the day posted on Schoology within the lesson plans for the week. I will also be verbally reminding the students what the learning objectives are during each activity during the class period. | 3a |
| 1. Describe your thinking and process for selecting instructional materials and resources outside of the core curriculum.   In order to help my students become more prepared for a college education, I decided to include a unit devoted to *Romeo and Juliet.* Throughout my college experience, professors would regularly refer to historic plays and stories in class and expect their students to have a developed understanding of each of them. Since my professors would typically refer to William Shakespeare, I felt it would be a disservice to my students if I did not teach them about *Romeo and Juliet*.  In order to help my students understand *Romeo and Juliet*, I decided to include character maps throughout my unit in order to help students take notes and understand the motivations for each character of the play. | 1d, 1e |
| 1. Are there any students you would especially like me to observe?   I believe that every student in my class will be focused and attentive during my lesson, but some students may grasp information at a faster rate. Elizabeth Hunt and Jessie Grover will likely understand material faster while Raiden Bullock and Mathew Williamson may take longer to understand the information.  I find that asking the class questions throughout the lesson helps students stay on the same page. | 1b, 1e |
| How will you know that the students have learned? How will you respond to their learning? | |
| 1. How and when will you know whether students have learned what you intend?   In order to assess my students, I have a worksheet for them to fill out during my brief presentation about William Shakespeare. The worksheet will involve the students to be focused on the information I will be presenting and I will know the students understand the information if they are able to complete the worksheet.  I will also be re-teaching the students how to make character maps for individual characters in the story. Students have already been exposed to this form of not taking during the *Tale of Two Cities* unit, but I will be able to check for their knowledge based on their ability to recreate these maps. | 1f, 3d |
| 1. What difficulties do students typically experience in this area?   I find that students typically have trouble staying focused throughout the class period which is why I try to transition between activities every 30 minutes. | 1a |
| 1. What adjustments do you typically make when students are struggling with concepts?   When I find that students are struggling with specific concepts I will pull them aside to ask how they are doing during a group activity. The activities are used to assess the students’ knowledge, but if they do not have a grasp of the information I try to explain the information differently for them. I typically have to do this with Mathew Williamson. | 3d, 3e |
| 1. How do you differentiate for students who do not “get it?”   For students who cannot seem to “get” the lesson, I will have them watch a YouTube video which explains William Shakespeare’s history and I will give them a template of the character maps which they will use for each character.  Link: <https://www.biography.com/people/william-shakespeare-9480323>  Worksheet:  Image result for character map worksheet Image result for character map worksheet  In order to help the students expand their knowledge if they already understand a concept, I will allow them the chance to further explore the characters of *Romeo and Juliet* by making pre-reading predictions about how each character will act in the play given their description. | 3e |
| Instructional Strategies and Feedback to Students | |
| 1. Describe the strategies you use to engage students in the learning process?   In order to help the students learn the material, I will be utilizing partner discussion, group discussions, and exit tickets which allow the students to create their own opinions about the play. During activities, I make a point to walk around the room in order to engage each student to see how they are understanding the material and activity. | 3b, 3c |
| 1. How do you address off-task classroom behavior by students during instruction?   While I wish my students were never off-task, it does happen. When I am forced to deal with off-task students I make a point to address the problem as soon as possible.   1. I give students one warning to stay on-task, which typically means they must stop talking to their peers. If the students are off task due to technology then they will have to put the technology away for the remainder of the activity. 2. If I must tell a student to stay focused a second time then they will be asked to leave the class for five minutes and work alone in the hallway. 3. Students will be sent to Mr. Cordero’s office if they are told for a third time to stay on-task. | 3b |
| 1. Explain your process and reasoning for grouping students?   I have organized the classroom into multiple table stations with student grouping in mind. The students are assigned into their groups at the beginning of the unit in order to make group activities a fast and simple transition. Students are assigned into a new group every unit which allows for students to work with every member of the class. I group students together in order to create a classroom of cooperative learning and to help students elevate one another.  Cooperative learning is one of the most effective classroom methods because the style allows for students to take their various points of view into account when working together. One student, who may be exceptional at math (Abigail Shaw) and a student is exceptional at history (Elizabeth Hunt) may view problems differently by themselves, but when they work together they are able to combine their knowledge and reach a more thought out conclusion.  Students are also able to help one another improve in a classroom by helping one another improve on skills they are struggling with. While I may only be able to explain a situation in so many ways as a teacher, a student who understands the concept may have a different perspective and can explain the situation differently to a struggling student. | 3c |
| 1. What data do you keep as evidence of differentiation and/or intervention for different individuals or groups of students in the class?   While students are working on activities during the class period I make notes about the students who seem to be struggling in order to discuss the activity with them personally. If I find that the student is still not understanding the information after I give them extra help on the assignment, I will look into giving them further intervention by contacting Mrs. Bullock or Mr. Lechner depending on the needs of the student. I use the notes I record while observing the student as evidence to ensure the student receives the help they need | 1e |
| 1. How do you provide feedback to students regarding their learning during instruction?   I require students to discuss within their table groups during every lesson in order to give me time to walk around the room and listen. Based on the conversations the students have about the discussion question, I am able to get a more detailed understanding of how much students understand. I also walk around the room during the activities during each lesson, which allows me to talk with student individually or as a group about how well they understand the information or concepts.  If I am not able to meet with students during the activity, I regularly ask the class questions about the lesson to check for understanding. While not every student will raise their hand when asked, I make a point to call on each student in order to ensure everyone has understood the information or concepts.  After meeting with students or asking them questions as a class I am able to give meaningful feedback about the information I know students are struggling with. If I find that only a couple of students are having trouble, I will group them together in a group and explain the information/concepts in a different way. If I find that the entire class is struggling then I will have to go back and teach the lesson in a different way. | 3d |
| 1. How will you provide feedback to students regarding their progress toward student learning objectives?   I believe that feedback is incredibly important for students, but I also must base the feedback on evidence instead of just saying “good job” without anything constructive or meaningful. In order to provide meaningful feedback to students, I will take the time to provide information on exactly what they did well on and what they still need to improve on in the future. I will give students feedback about their progress as soon as possible in order for my feedback to maintain relevance for the students. I will also give the students feedback at every opportunity, whether it be while talking to them during an activity or in a rubric for a final grading assessment of a paper. | |

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| 4/24 | **Essential Question:**  What is the Purpose of a tragedy?  (No, people may not just enjoy being sad)  **Learning Objective:**  >Students will be exposed to the background information about Shakespeare.  >Students will analyze characters to better understand their motivation for actions.  >Students will illustrate their ideas of how the play will progress before any reading takes place. | **Bell Ringer:**  Group Discussion:  Based on Shakespeare plays you have read/see in the past, what is the difference between a Shakespeare play and a modern play (Lion King, Wicked, etc.)?  **(RS-2)**  10 minutes | **Activities:**  -Introduce Shakespeare   * Students will answer the true/false questions which go along with worksheet * I will present a PowerPoint about Shakespeare which has the answers to their questions * Students will go back through and fill out the correct answers to the questions   **(RS-1)**  30 minutes  -Allow students to take notes on the terms for a drama  **(RS- 8)**  10 minutes  -Create character chart  For each character within the play we will be analyzing their motives, actions, and feelings towards other characters  **(RS- 2 and will help with RT-3 and 5)**  30 minutes  Exit Ticket:  Within your table groups, make a hypothesis of how Romeo and Juliet will fall in love with one another.  **(RS-6)**  10 minutes | **Required Text:**  *>Romeo & Juliet*  >Classroom Handouts  >Paper/Pencil  >Computer | **Homework:**  Read *Romeo & Juliet*  Act 1: Scenes 1 - 3 |