



2A Teacher Pre-Observation Questionnaire

Teacher:	Ryan O’Leary
School:	Compass Charter School
Grade Level(s):	9-10
Subject:	English
Name of Observer:	Greg Cordero
Date of Pre-Observation Conference:	
Date of Scheduled Classroom Observation:	4/23/19

You are required to prepare a written response to the following questions as they relate to your teaching video. Please submit this completed questionnaire along with your teaching video. You may, optionally, wish to provide artifacts (such as a lesson plan) that would help support the observation of your teaching video.

Guiding Questions	Framework Connection
What do you want the students to know and be able to do?	
<p>1. To which part of the curriculum does the lesson relate? How does it “fit” in the sequence of learning for this class?</p> <p>This lesson is a mixture between a summative assessment (test on <i>The Pearl</i>) and a formative assignment in the form of the extension tasks which will ask students to apply what they have learned about the themes of greed and envy through <i>The Pearl</i>.</p> <p><u>Learning Objectives</u> for the lesson.</p> <p>Essential Question: How can <i>The Pearl</i> teach readers about the conflicts of greed and envy?</p> <p>SWBAT use their skills of grammar and punctuation to correct the two paragraphs titled MUG 17 and 18.</p> <p>SWBAT show their ability to read closely based on their answers on the test. The questions asked on the test will focus attention to themes of greed and envy found throughout the novel.</p> <p>SWBAT bring their knowledge beyond the text by focusing their attention to the greed or envy found throughout the novel and creating their own narrative of what comes next for the characters of <i>The Pearl</i>.</p>	1a, 1c
2. How will you communicate the learning objectives to the students?	3a



<p>In order to allow the students to understand the reasons to why I am teaching them specific concepts, I post every learning objective onto the lesson plans students receive on schoology.</p> <p>Students always know the essential questions for each unit because I make a point to put them on the lesson plans which they will always be accessing at the beginning of class on Schoology.</p>	
<p>3. Describe your thinking in selecting the materials and resources for this lesson.</p> <p>I created assignments for this lesson by looking at the student's interests throughout the year and allowing them the ability to choose how they would like to prove their knowledge and ability in narrative writing and analyzing literature.</p> <p>I will be using modern technology through the use of laptops and chromebooks so that students will get practice using the skills which will be required of them for the rest of their lives.</p>	1d, 1e
<p>4. Are there any students you would especially like me to observe as the lesson progresses?</p> <p>I do not have any specific students for you to watch.</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>I will know that students have learned what I have intended when I am grading their summative assessment in the form of <i>The Pearl</i> Test as well as when I am discussing with students their ideas for the formative assignment in the form of the Extension tasks.</p> <p>I make a point to listen in on student conversations when I give them time to talk collaboratively with their table partners about ideas for each assignments as well. While not all students will feel comfortable talking directly with me (the teacher) about their ideas, most students are happy to share their thoughts with the peers around them.</p>	1f, 3d
<p>6. What difficulties do students typically experience in this area?</p> <p>The students in my class typically experience trouble in formulating their ideas into writing. While the 9th grade class is typically very verbal and forthcoming with their thoughts and ideas, they typically struggle when explaining through text. This has led me to incorporate more writing activities and tasks into my lesson plans in order to help students feel more comfortable with their written responses and essays.</p>	1a



<p>I still try to give students as many opportunities to communicate verbally about their ideas, I feel it is my duty to help them get more accustomed to writing their thoughts and ideas instead of only being verbal about them.</p>	
<p>7. What adjustments to your plan might you make if you see some students struggling with concepts during the lesson?</p> <p>If I notice that some students are struggling with the concepts incorporated with this lesson, I may choose to direct them towards another of the four options I have given them to show their skill. If a student is struggling with the concepts of ‘literary themes’, I will direct them to my student resource center in the form of the online site called Guuru. I have made a number of lesson plans and activities which focus on “literary themes” and many other literary devices.</p> <p>Students that may struggle with writing may be more inclined to take the drawing activity where they choose a scene to draw from <i>The Pearl</i> and then describe their drawing in a paragraph or two. <i>Some students seem to express their ideas better through art, but I always make sure to still focus the student’s ability of writing within their drawing activity.</i></p>	<p>3d, 3e</p>
<p>8. How might you provide more time and support after the lesson for students who do not learn?</p> <p>Students can access my recourse materials on Gooru at any time with any device. Students that need extra time with the reading will be able to bring the book home to finish the reading or they may access the pdf on schoology. Students will also be able to work on the</p>	<p>3e</p>
<p>Instructional Strategies and Feedback to Students</p>	
<p>9. How will you engage students in the learning?</p> <p>I will engage students throughout the lesson by walking around the room and talking about their ideas with them. Students who are less inclined to talk to me about their ideas will have the chance to show me what they have accomplished as I walk around the room. The 9th grade class is especially energetic, so I am much more inclined to match the student’s energy and focus it towards their assignments. If I can engage with the students and make them more interested in their assignments, they are more likely to put their best effort into the activity.</p>	<p>3b, 3c</p>
<p>10. How will you address off-task classroom behavior by students during the lesson?</p>	<p>3b</p>



<p>Students have a behavior point system which is constantly being referenced in class. Students gain points for having exceptional behavior and lose points when they go against my behavior policy (which is referenced every 3 months). The students hold each other accountable since they want to gain as many points as possible for their rewards.</p>	
<p>11. What is your plan for grouping students during the lesson? Will they work individually, in small groups, or as a large group? What are your reasons?</p> <p>Students will be working individually for this assignment since they will be working on group activities throughout the <i>Romeo and Juliet</i> Unit later in the semester. The students had also just had a group activity during the previous week. The students love to engage in group activities, but there are some students who cannot handle group activities as well as they can individual activities. Having a good mix of individual and group activities seems to be the best for this group of students.</p>	3c
<p>12. How will you differentiate instruction for different individuals or groups of students in the class?</p> <p>Students in the class who finish the test early will work on the MUG activity found on their lesson plans. The MUG asks students to correct two separate paragraphs for grammar, spelling, and sentence fluency.</p>	1e
<p>13. How will you provide feedback to students regarding their learning during the lesson?</p> <p>In order to provide feedback throughout the lesson, I will periodically be stopping the students from reading in case they look confused or have questions. I will be walking around the room during the work time in order to make sure students are on task. Once the class period comes to a close, the class will discuss their answers to the guided reading questions. I will be able to provide the best feedback to students when we discuss as a class at the end of the period. Otherwise, I will be reviewing the student's written responses in order to make sure they understood the themes of greed and family within <i>The Pearl</i>.</p>	3d
<p>14. Is there anything that you would like me to specifically observe during the lesson?</p> <p>I would like you to specifically watch for transitions throughout the lesson and how I manage student behavior.</p>	