



2A Teacher Pre-Observation Questionnaire for Teaching Video

Teacher:	Ryan O’Leary
School:	Compass Public Charter School
Grade Level(s):	9 th Grade
Subject:	English
Name of Observer:	Ryan O’Leary (Video)
Date of Pre-Observation Conference:	12/5/2018
Date of Scheduled Classroom Observation:	12/6/2018

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.

Lesson Plan:

<p><u>Learning Objective:</u></p> <p>SWBAT define what it means to be “bias”.</p> <p>SWBAT give examples of common strategies for arguments.</p> <p>SWBAT determine the difference between useful information and non useful information.</p> <p>SWBAT analyze how the author uses personal memories in order to improve their writing.</p> <p>EQ: In what ways can authors incorporate their own history into works of fiction?</p>	<p>Bell Ringer: Gooru: Unit 9 Students will be learning how to form an argument in writing and define what it means to be “bias”. (15 Min) (RS-8, 9)</p>	<p>Activity:</p> <p>In class, read “Visit” and “Weddings” (1328-1329) out loud (Popcorn). Answer questions 1-5 on page 1329. (30 Minutes) (RS- 1, 2)</p> <p>Book Club Activity “Visit” and “Weddings”</p> <ol style="list-style-type: none"> 1. Get into your assigned groups of 4 2. In order to determine the central ideas and themes within “A Song on the End of the World”, each individual will share one detail that they picked up on within the reading. 3. One member of the group will be the recorder. 4. The three other Individuals will be presenting in order (clockwise). 5. The group will continue to share about the reading until everyone has exhausted their ideas or until time has ended. 6. Once the time has ended, the recorder will share their work with the group. 7. <u>Students will work together in order to decide which information/themes are more crucial to the story and which aren’t.</u> <p>(45 minutes) (RS- 2, 4, 7)</p> <p>Homework time: Read “The Happy Man” (1334-1338) Answer questions 1-4 on page 1338. (RS- 2, 4, 7)</p>	<p>Homework: Immediate: Read “The Happy Man” (1334-1338) -Answer Questions 1-4 on page 1338</p> <p>Looking toward the future: <u>Bibliography for NHD</u> In order to help with research, remember to find published articles (as we discussed during the <i>Fahrenheit 451</i> unit) using Lili or Google Scholar.</p> <p>NHD Bibliography:</p> <ul style="list-style-type: none"> ● 8 Primary Sources ● 12 Secondary Sources ● Summaries for each source ● Explanation for why each source helps your research. ● MLA Format <p>Rough Draft Due: 12/9/2018 Final Draft Due: 12/14/2018</p>
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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>I have created this lesson in order to help students define what it means to be “bias”, determine the difference between useful information and “junk” information, and to analyze how authors use their memories to improve their writing.</p>	1a, 1c
<p>2. How will you communicate the learning objectives to the students?</p> <p>In order to communicate the learning objectives to my students I share the lesson plan with them (shown above). The learning objectives are located in the very first column (since they are the most important for the students to read)</p>	3a
<p>3. Describe your thinking in selecting the materials and resources for this lesson.</p> <p>I created the “bell ringer” for this lesson on a website called Gooru, which allows me to borrow recourses from across the web in order to create a mini lesson for the students. Every lesson, which I create, is interactive for the students (which helps them learn the material) and tests the students understanding through a short quiz. These mini “bell ringer” lessons are completed in 15 minutes.</p> <p>The other recourse I use for this lesson is the World Literature Classics textbook, which has both “Visit” and “Weddings” in it. The class will be reading both of these short stories during the lesson.</p>	1d, 1e
<p>4. Are there any students you would especially like me to observe as the lesson progresses?</p> <p>Carter Malm</p>	1b, 1e
How will you know that the students have learned? How will you respond to their learning?	
<p>5. How and when will you know whether students have learned what you intend?</p> <p>I will know that my students have learned the content after they take the quiz for the argumentative writing and “bias” lesson (Gooru). I have designed a “Book Club” activity, which will assess whether students understand the difference between useful and non-useful information. The students will be working in groups, so it will require me to walk around and talk with the students that are quieter.</p>	1f, 3d

<p>6. What difficulties do students typically experience in this area?</p> <p>Students who tend to be shy in class have trouble with group activities due to all of the speaking involved. In order to help these students, I have assigned students into groups based on their personalities. Students have been placed into groups with students who share few traits so that student may learn from one another.</p>	1a
<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 witness a student struggling with the concepts, I would find another student who has proven to understand the concept and group them together. The students in my class are used to me assigning group members, so neither student will feel singled out if I change the groups. I have grouped students with this same strategy in the past and have found it to be very successful.</p>	3d, 3e
<p>8. How might you provide more time and support after the lesson for students who do not learn?</p> <p>If I find that students are still having trouble with the concepts of the lesson, I will direct them to my resource folder on Gooru. Over the past Summer of 2018, I decided to develop my lesson plans using online recourses in order to help my students succeed. Since this lesson specifically focuses on relevant information, I would have them work with this link:</p> <p>https://gooru.org/player/6195090b-d1fd-4a45-ad4e-22a9f2fd6638?type=collection</p> <p>I have made these online lessons to help provide extra practice for students struggling with the concepts and standards in my class. Every lesson that I teach has a separate Gooru lesson and activity, which teaches the students the information in a different manner. I understand that every student learns information differently, so this is my attempt at helping every student (both high and low).</p>	3e
Instructional Strategies and Feedback to Students	
<p>9. How will you engage students in the learning?</p> <p>In order to help students engage in their learning I have created the group activity and the class discussion about the two short stories. My goal with every lesson I teach is to get students involved in their learning. I would hope that students buy into my lesson plans and feel apart of every activity.</p>	3b, 3c
<p>10. How will you address off-task classroom behavior by students during the lesson?</p> <p>I have spent the last few weeks re-teaching students about appropriate classroom behavior. Not only have I defined the appropriate ways to act in class, I have also</p>	3b



<p>developed a reward system for good behavior based on Mr. Watson and Mrs. Cordero's ideas.</p> <p>If students misbehave the entire class will lose points and the student will be warned. If the student continues to misbehave, they will be given the option to improve their behavior or be sent outside of the classroom.</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 read the short stories as a class through popcorn reading. Every student will get a chance to read part of the story throughout the 30 minutes. Next, the students will be working individually to answer Q's 1-5 after reading the short stories. After the questions have been completed, the students will be put into their assigned groups for the Book Club activity.</p> <p>The reason I allow students to work individually is so that I will have evidence of what they know without help from others. While understanding how students perform on his or her own is important, I feel that a student's ability to work with others is equally important. If a student is able to help teach others about a concept while they are in a group, they are showing me they have mastered the concept/standards for the lesson.</p>	3c
<p>12. How will you differentiate instruction for different individuals or groups of students in the class?</p> <p>I will be differentiating my instruction by grouping students with others at their specific level. For students who may need more time for each question, I may assign them only 3 of the 5 questions in class and have them work on the Gooru assignment for homework: https://gooru.org/player/6195090b-d1fd-4a45-ad4e-22a9f2fd6638?type=collection</p> <p>For students who understand the material and have shown mastery in the standard being focused on, I may have those students work on question 6 which is a mini (3 paragraph) argumentative essay in order to incorporate their knowledge with other standards. In this case, they would be using their mastery of reading closely with the standard for creative writing, which was worked on in the Gooru bell ringer for the day. I try to have my assignments linked with one another as much as possible so that the students are actively using new skills in ever assignment.</p>	1e
<p>13. How will you provide feedback to students regarding their learning during the lesson?</p> <p>In order to provide genuine feedback to my students throughout the lesson, I will be reading with the students during the popcorn reading so that I may correct any</p>	3d





misspoken words or help with vocabulary which may be confusing (both short stories were written in the 1800's).

While the students are working individually on their questions associated with the stories, I will be sitting down with each table group and asking students to explain to me their reasoning for each question. Once the students finish writing their questions, they will be turning them in for me to grade and write feedback on how well they answered each question.

Finally, when the students begin to work on their Book Club activity I will be transitioning between each group and joining the conversations to listen and also give my own input about the topics being discussed. I will also be giving hints and corrections as to what may be incorrectly placed in the "useful information" category.

③A Certified Staff Member Post-Observation Reflection Form for Teaching Video

Name:	Ryan O’Leary
School:	Compass Public Charter School
Activity Observed?	Teaching 9 th Grade English
Date of Recording:	12/6/18
 What went well?	 Challenges/Concerns
<ul style="list-style-type: none"> ● Students walked into the room quietly and pulled out their computers to work on the bell ringer (Gooru) without needing to be told anything. ● The classroom was silent throughout the bell ringer and students did not begin to talk until I began asking questions. ● Students were respectful and well behaved. ● Students participated with one another and taught each other when questions came up. ● I was able to stop pacing back and forth while teaching (this was a problem last year). ● The class was silent whenever I raised my hand to speak. No verbal cues were necessary in order to get students to stop speaking. ● When students were working within their groups, the volume for the classroom did not raise above a “level 2”. 	<ul style="list-style-type: none"> ● While I was trying to help a student, I failed to see another student raising their hand for two whole minutes before noticing. During that time, the student could have been working on their next problem if I had acknowledged them. ● The transitions throughout my lesson could have been smoother. I was hoping for each transition to take less than 20 seconds. ● I only had two students who were unable to grasp the concept of the lesson, so I decided to group them together and only assign them questions 1-3 instead of 1-5. Unfortunately these students finished before the rest of the class and ended up working on all 5 questions anyways. I should have assigned them a different set of questions or had them work on the Gooru activity. ● (I was actually very happy with how this lesson turned out)

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Next Steps—if you were to teach this lesson again or conduct this activity again, what changes would you make?

I felt that this lesson was very successful, although not perfect. In order to improve this lesson for next year, I will be doing the following:

- Keep my eyes open for every student in the room while I am helping others. I can do this by making sure to look up every couple of seconds.
- I will be training my students about smooth transitions from the beginning of the year in order to get to my 20-second goal.
- When students are struggling in the future with the concept, I will be assigning them the Gooru activity I made for students needing extra help. This way the students will not be doing “less work but truly modified work.”

Evaluator Comments

Evaluator notes/comments regarding your reflection

Ryan O'Leary

12/10/18

Teacher's Signature & Date

Evaluator's Signature & Date