

KAS Pre-Observation & Reflection Form

Teacher: Amber Clark

Class: 8D English, Oct. 31st, 2019

Evaluator: Middle School Principal, Micki Hammond

Complete the left side of the form prior to the lesson to be observed. Provide your evaluator with a copy of this form to be used for discussion during the pre-observation conference and for reference during the classroom visit.

Complete the right side of the form following the lesson that was observed. Use this form to reflect on the lesson and take a copy for your evaluator to be used during the post-observation conference.

Planning	
Lesson	Reflection
<p>Goals</p> <ul style="list-style-type: none"> • What are the goals for the lesson? <i>For students to look over their brainstorming ideas, take one of those ideas and use the plot diagram to plan a rough draft of a story (inspired by autobiographical events). The grade 8s are eventually required to write 5 different rough draft stories. They will pick their best story, and then take it through the whole revision/editing process.</i> • What will students know/do/understand <i>They will apply their knowledge of the components of a plot diagram to use it as a planning tool for writing their own short story.</i> • Why is this learning important? <i>How can someone write a good story if they don't know the elements of a plot diagram?</i> • What standards are addressed? <i>W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> 	<p><i>I thought it went well – as planned. Lots of great possible story ideas, and as always, the students love stories from my childhood – even when they know the ending!</i></p>
<p>Assessment Data</p> <ul style="list-style-type: none"> • What assessment data was examined to inform this lesson? <i>Based on their previous quiz and test scores, I feel that they know the plot diagram – now they have to apply their knowledge to make their own. I also took one student's reflection in which she explained the plot diagram in a different way to ensure that the students had a very solid understanding of the plot diagram.</i> 	<p><i>I don't really have anything to add here.</i></p>

<p><i>For example, you can't write a story if you don't have a conflict, or a climax.</i></p>	
<p>Prior Content Knowledge/Sequence</p> <ul style="list-style-type: none"> • What prior knowledge do students need for this lesson? <p><i>Students need to know the elements of a plot diagram:</i></p> <ul style="list-style-type: none"> - <i>Exposition (character, setting, conflict)</i> - <i>Inciting Force</i> - <i>Rising Action</i> - <i>Climax</i> - <i>Falling Action</i> - <i>Resolution</i> <ul style="list-style-type: none"> • What are the connections to previous and future learning? <p><i>Not only are we building on the first quarter's short story unit, we are also building on last year's writing unit "Writing is a Process." We will use this same knowledge of plot in the novel study. This is also essential for high school English classes.</i></p>	<p><i>The students did remember a lot of the previous information and helped me fill in the details of my plot diagram – I used a story I had told last year and have referenced a lot. I expanded the conflict this year and added more information to the exposition.</i></p> <p><i>This is probably one of my greatest strengths as a teacher – because I taught them last year, I am constantly referring to what we learned previously. It is very easy for me to refer to prior knowledge.</i></p>
<p>Knowledge of Students</p> <ul style="list-style-type: none"> • What should the evaluator know about the student population? <p><i>I taught all these students last year in grade 7. We have a good relationship – some of the students really loved the short story unit, so they are looking forward to writing their own short stories. S#1 is sometimes a behavior issue and is on his own behavior contract. S#2 is heads above the class and wants to sometimes contribute to the discussion but most students don't understand what he says, so I usually touch base with him and have him share with me instead of with the whole class.</i></p>	<p><i>S#1 was absent and S#2 was on his best behavior. I wish Micki would come more often!</i></p>
<p>Teaching</p>	
<p>Lesson Delivery</p> <ul style="list-style-type: none"> • How will the goals for learning be communicated to students? <p><i>Verbally, on the board, my own plot diagram example, and in my journal. I will also post my own plot diagram on the Portal for students to review at home.</i></p>	<p><i>I always try to have written, verbal, and examples from my journal – it works for me and for the students. Keeping my own journal is a great strategy – it helps me keep track of what I have taught, and it is great for modelling and helping students.</i></p>

<ul style="list-style-type: none"> • What instructional strategies and methods will be used to engage students and promote independent learning and problem solving? <p><i>I will model what I want with my own example. Then I will allow time for questions, while students start to plan their own plot diagram. Students are arranged in table groups so that they can help each other and bounce ideas off of each other. I will also circulate to each table and check on their progress. They love listening to my stories, even if they have heard them before...</i></p>	<p><i>Went well – no issues. Students were engaged, working and asking questions.</i></p>
<p>Differentiation</p> <ul style="list-style-type: none"> • How will the instructional strategies address all students’ learning needs? <p><i>Instructions are delivered orally, and written on the board. Students can also check my journal. They can use their previous notes to clarify and they are also in groups. Lastly, those who are struggling can ask me, or their table groups for further clarification.</i></p>	<p><i>No issues.</i></p>
<p>Resources</p> <ul style="list-style-type: none"> • What resources/materials will be used in instruction? <p><i>The whiteboard and my own reading and writing journal</i></p>	<p><i>Works well – very happy with my decision to keep my own copy of the journal. I also take a picture of my plot diagram and post it on the Portal for students to refer to when they are at home.</i></p>
<p>Classroom Environment</p> <ul style="list-style-type: none"> • How will the environment support all students and student learning? <p><i>I have worked hard to build a positive learning environment in my classroom. I circulate quite often and stop at each table and make eye contact with each student to answer any questions. Students are also sitting in their groups in case they don’t want to ask me.</i></p> <ul style="list-style-type: none"> • How will different grouping strategies be used effectively? <p><i>The seating plan was just redone – genders are mixed. As there are 4 students at each table, each table has various abilities – and strong students are also able to work together. Students who sometimes exhibit behaviors challenges are also separated to minimize issues.</i></p>	<p><i>I have a nice group of students who I have taught before. They try and I keep them entertained with stories!</i></p>

<p>Assessment of Student Learning</p> <ul style="list-style-type: none"> • How will you check for understanding during the lesson? <i>Once the lesson is modelled, I always ask for questions and then check in with each student. If the same questions arises, I explain things again in a different way. I will also circulate and look at all the emerging plot diagrams.</i> • What products or demonstrations will assess student learning/achievement of goals for instruction? <i>They should have completed at least one plot diagram in their writing journal. If not, they can finish for homework.</i> 	<p><i>I will have a better idea on Monday when I look at finished plot diagrams. That said, most of the students had something almost completed and we were working on it and discussing it together. We talked about different narrative structures on a potential story that I plan on writing – each year, I write a brand-new story so that I can show them my writing process. The students all know about my engagement from last year, so we talked about writing it from my perspective, my finance’s perspective, and third person omniscient narrator and how those different choices will affect the story. This was a great discussion and they could see the potential!</i></p>
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Pre-Conference Initials: Teacher *AC* Evaluator *MH* Date/Time Wed. Oct 30, 2019

Post-Conference Initials: Teacher *AC* Evaluator *MH* Date/Time Wed. Oct 30, 2019