

Paul Ch...
14/1/2013

Cognitive Coaching Questions for Meaningful Conversation

Pre-Observation Questions

1. What is your Teaching Point / goal for the lesson?

TP: Every story has a story mountain – exposition, rising action, climax, falling action, and resolution.

I want them to understand that a story has certain elements. This reviews many of the terms we discussed in the first semester.

2. How will you help your students reach these goal(s)? What strategies might you employ?

I have modelled using the story mountain with about 4 or 5 different stories. I have also used two different graphic organizers. One was very simple, and just included the terms. The second was more complex and also included a space for inputting information from a story. I also tried having the students all stand up and give me one answer – this seemed to work well as it allowed me to easily make sure everyone was able to give an answer (which was a first because most students actually knew many of the answers). It also added a kinaesthetic dimension with a little bit of movement, which is always effective in middle years, especially boys! I have also given them ample opportunity to practice alone, in partners, and in groups. They even presented to me after checking their answers in a group. They also wrote a mini quiz.

3. How will you know that your students have reached these goals?

Unofficially, I will know based on the answers they give me. I was happy with the presentations, as I could see that most of them were getting it. I also was pleased to see how they did on their “quizzes” (which I didn’t count for marks as I allowed them to help each other). Formally, I will know how they have done on these goals when I mark the test – which is the same graphic organizer that we have been practicing with.

4. What specific areas would you like observed?

As this is my first observation, I am a little unsure of the procedure. I am also not sure which exact class you will come and observe (because of scheduling). There is a potential to come and see basically the same lesson with 7-1 (all girls), 7-4 (all boys), and 7-5 (all boys – struggling class). I have looked at the

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different domains, and I think as a new teacher to EMS, perhaps **Domain 2: Classroom Environment**, is the best place to start. It has been a little bit of an adjustment going back to year 6 – especially given how low some of the students were, coupled with the ESL aspect; it has also been a cultural adjustment. For these reasons, I have worked hard to create a positive environment as a first step.

As an aside, I feel very solid about my content knowledge, although breaking it down to students so young has also been a challenge. I am also new at the workshop model, and although I feel it works great for students of a certain ability, I am not sure how successful “turning and talking” is when the students lack the basic vocab to discuss and then there is the logistical nightmare of trying to get their attention back ☹ For me, classroom management, and a positive learning environment are the first place to start, which is why I think it is the best place to focus on first.

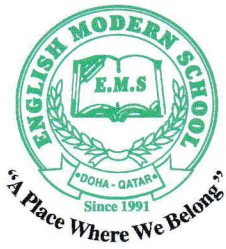
Data Collection Questions

1. What data will be collected and in what format for the lesson?

I am not collecting any specific data as such for this lesson. I heard their presentations, I saw their answers, and I looked at their graphic organizers. This is all preparation for the formal data, which is their test.

2. How will you use the data?

- *I will use the data to see how well they actually understood the story mountain on their own.*
- *I will also use it to evaluate the effectiveness and the use of the graphic organizer.*
- *I will use it to see how effective it was to work in partners/groups.*
- *I will use it to see how many times I need to model something and how many times they need to practice it before they understand.*
- *I will also use it to see how the stand and answer technique worked.*



Paul Clark
14/1/2013

Teacher Appraisal Protocol

Name: Ms Amber Clark Date: January 14, 2013 Lesson Observed: English
7-1

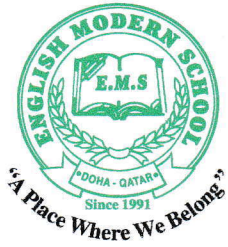
DOMAIN 1: Planning and Preparation Includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds and designing instruction and assessment. The components are:	Needs Improvement	Meets Expectations	Exceeds Expectations
Demonstrates knowledge of content and pedagogy		X	
Demonstrates knowledge of students			X
Selects instructional outcomes		X	
Prepares appropriate resources			X
Provides intentional and differentiated instruction		X	
Designs student assessment		X	
Comments: Has an excellent understanding of her subject area. Knows students names and uses these when talking to the student/class. Well prepared resources that have obviously been used before and the students are comfortable with them. Assessments are appropriate to the lesson and learning outcomes.			

DOMAIN 2: Classroom Environment Includes addressing the teacher's skills in establishing an environment conducive to learning, including both physical and interpersonal aspects of the environment. The components are:	Needs Improvement	Meets Expectations	Exceeds Expectations
Provides a vibrant learning atmosphere			X
Provides a safe learning environment			X
Manages classroom procedures		X	
Implements behaviour modification procedures		X	
Promotes / Encourages ESLRs		X	
Comments: The class is very aware of expectations. Well presented classroom. Plants are a nice touch. ESLERS mentioned throughout the lesson. The students are comfortable and have a desire to learn.			

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DOMAIN 3: Instruction Includes the teacher's skill in engaging students in learning the content and includes the wide range of instructional strategies that enable students to learn. Its components are:	Needs Improvement	Meets Expectations	Exceeds Expectations
Teaching point is posted and explicit		X	
Employs workshop routine and protocols		X	
Models meta-cognition and the authentic act of doing		X	
Provides opportunities to build, shape, apply and practice understanding		X	
Provides opportunities to work independently, individually and in co-operative group learning activities		X	
Engages students through conferencing and coaching			X
Differentiates instruction through small group guided instruction		X	
Collects data on student's progress			X
Provides corrective feedback and affirmation		X	
Integrates respect and rapport during instruction		X	
Comments:			
<p>TP is written on the whiteboard. Obvious this is regular and consistently displayed throughout the day/week.</p> <p>Amber is trying to ensure the Lucy Calkins and Work Shop model is used. I am aware that this is not always appropriate and yet Amber is constantly adapting to her students.</p> <p>All students were using the "Story Mountain" and were aware of its importance in helping them understand various stories.</p> <p>Assessment is used to inform teaching and the use of "Reading Logs" is excellent.</p> <p>Reinforcement of TP and previous learning is obvious and the students are readily accepting of this.</p>			

DOMAIN 4: Professional Responsibilities Includes the teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in on-going professional development and contributing to the school environment. Its components are:	Needs Improvement	Meets Expectations	Exceeds Expectations
Reflects on teaching			X
Maintains accurate records			X
Communicates with families			X
Participates in a professional community			X
Participates in team collaboration			X
Follows EMS faculty expectations			
Comments:			
<p>Amber is a professional who is constantly looking at improving her teaching. She is involved in the focus here at EMS and has enrolled in the Masters course.</p>			



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Post-Observation Questions

1. How do you feel about the lesson?

I thought it went really well. The girls were a little less talkative than normal, but as the time passed, their shyness wore off.

2. What do you recall about the lesson that supports this feeling?

Lots of eager participation – lots of students giving the right answer.

3. Do you feel the Teaching Point was explicit and intentional? How so?

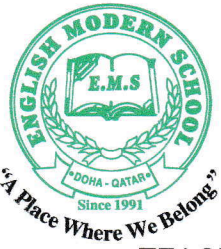
This is something we have been working on for a few weeks and are at the end of a unit. I have worked hard to constantly refer back to the TP as it is what I structure my lesson around.

4. How/why do you think the lesson was successful?

I have worked very hard to create a safe and positive classroom with consistent expectations. I have also worked hard to build positive relationships with my students and the parents. Lastly, I have put a lot of effort into balancing the professional expectations of the school/curriculum with the needs and abilities of my students.

5. What would you do to improve this lesson?

I would like to learn to integrate more technology into my lessons and learn to use a smart board. I think a jeopardy-like game would have been a great review.



Amber Clark
14/1/2013

POST-OBSERVATION CONFERENCE PLANNING TOOL

TEACHER: **Ms Amber Clark**

DATE: **January 14, 2013**

YEAR LEVEL: **English 7-1**

<p>What worked:</p> <ul style="list-style-type: none"> - Classroom environment positive with student work up and alive - Lesson activity - Warm, respectful rapport with children. - Enthusiastic approach to teaching. - Teaching point clearly posted and referred to throughout the lesson. - Obviously knows the students ability levels - Assessment tasks are relevant to inform your teaching. <p>(specific positive feedback)</p>	<p>Challenge/Issues/Concerns:</p> <ul style="list-style-type: none"> - Limited differentiation - Questioning technique - Books of students not marked - Whiteboard not specific with ESLR's, Virtues and iSAMS <p>(what needs to be addressed in the lesson)</p>
<p>Outcomes for conference:</p> <ul style="list-style-type: none"> - Remember to focus on those things you are able to control - Look at using more of the students in the lessons - Believe you are making a big difference to the live and education of your students <p>(what do you want the teacher to leave with)</p>	
<p>Suggestions for improvement:</p> <ul style="list-style-type: none"> - Set out whiteboard in a neat and tidy manner (helps with management by reminding you of ESLR's, Virtues and iSAMS) - Marking of books - Subtle differences in your questioning technique 	