Post-Observation Conference Details - Observer

The Post-Observation Conference is an important discussion between the observer and teacher focused on specific, actionable feedback. Please schedule the Post-Observation Conference to occur as soon as possible following the classroom observation, but no more than ten (10) days after the classroom observation.

1. Name of Educator: Morales, Ivonne
   Name of Observer: Sussan Oladipo
   Date of Post-Observation Conference: 10/31/2014
   Location: Main Office
   Please bring or upload the following...:
   Any artifact you will like to share.

Next Steps Form

Celebrations (What are the strengths of the teaching/learning process?):
1a - Demonstrating Knowledge of Content and Pedagogy
1c - Selecting Learning Objectives
3a - Communicating with Students

Comments:
Your modeling of this lesson, explanation of the objectives and engagement of the students in this lesson were excellent! Well done! Students not only understood the expectations for the lesson, they worked in their groups with a sense of commitment.

Concentrations (What are the areas of improvement in the teaching/learning process?):
1d - Designing Coherent Instruction

Comments:
There was integration in the lesson. However, if you can think about ways to even integrate this lesson with other content areas, that will even be greater. For example, are there some figurative languages in science, social studies, mathematics? This will help students to continue to transfer learned skills into their other classes.
Next Steps & Resources (What are possible approaches to address the areas of improvement? What are appropriate grade/department, school, district, or community resources to support areas for improvement?):

1d - Designing Coherent Instruction

Comments:

Working with the content teachers in the other disciplines to find out what skills/topics are currently being taught and thinking through what connections can be made in your current lesson would be very helpful for the students.

Formal Observation 1 Ratings

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<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tr>
<td>Demonstrating Knowledge of Content and Pedagogy</td>
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<td>Demonstrating Knowledge of Students</td>
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<td>Selecting Learning Objectives</td>
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<td>Designing Coherent Instruction</td>
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<td>Designing Student Assessment</td>
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<tr>
<th>Domain 2: The Classroom Environment</th>
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<th>Distinguished</th>
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<tr>
<td>Creating an Environment of Respect and Rapport</td>
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<td>Establishing a Culture for Learning</td>
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<td>Managing Classroom Procedures</td>
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<td>Managing Student Behavior</td>
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<tr>
<th>Domain 3: Instruction</th>
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<th>Distinguished</th>
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<tr>
<td>Communicating with Students</td>
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<tr>
<td>Using Questioning and Discussion Techniques</td>
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<td>Engaging Students in Learning</td>
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<td>Using Assessment in Instruction</td>
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<td>Demonstrating Flexibility and Responsiveness</td>
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<tr>
<th>Domain 4: Professional Responsibilities</th>
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<tr>
<td>Reflecting on Teaching and Learning</td>
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Post-Observation Conference Protocol Details - Educator

The final step in the observation series is the post-observation conference, a meeting between educator and evaluator to reflect on the lesson observed. You and your evaluator will determine celebrations (strong areas of practice) and concentrations (areas for growth). It is best practice for the evaluator to share observation evidence with you prior to the post-observation conference so you can fully prepare. The conference is held within 10 school days of the observation.

While submitting written responses is optional, you should be prepared to discuss the questions at the conference. Responding to the questions will guide your reflection about the lesson and also provide evidence for Component 4a: Reflecting on Teaching and Learning. Use the components listed with each question to align your responses to the CPS Framework for Teaching.
1. What was successful about the lesson? What was the greatest moment of intellectual engagement? How do you know? (4a, 3c):

After looking over the student self-assessments and reflecting on student engagement, and other forms of informal assessment, I feel that the lesson on Figurative Language was a success. About 92% or more of the students were engaged in the various challenging activities; which incorporated visuals, social interactions with peers, and reflection. On the second day of the lesson, students also had the opportunity to assess themselves at the end of the lesson, through the use of a teacher-created rubric, which specifically aligned to the objectives of the lesson. Students assessed whether or not they met the objective, a part of the objective or none of the objective; based on their performance on an anticipatory guide. About 85% of students met the entire objective and were able to identify what figurative language is, explain its use and interpret most or all of the different types of figurative language. The other 15% percent of students met some of the objective and were able to identify what figurative language is, explain its use and/or interpret some of the different types of figurative language. This shows that the majority of students were Proficient, few students were Emergent, and 0% of students were Beginning. This demonstrates the effectiveness of the lesson and the activities that were incorporated. The greatest moment of intellectual engagement was when students were working on differentiated closed-sort and students were engaged on trying to sort according to the different types of figurative language. The dialogue between students showed their understanding and meta-cognitive thinking on figurative language, what it is, and how it is used.

Additionally, throughout the lesson, students were provided with direct instruction through the use of a PowerPoint presentation, which visually engaged students with videos, pictures, and summarized information of figurative language. Besides supporting students’ learning styles, students were also provided with various levels of teacher support, as I moved from group to group and applied several accommodations and scaffolding throughout the lesson. This helped students with learning disabilities and bilingual support needs to also meet the set lesson objectives.

2. In which ways did you shift your lesson plan to address an emergent need of your students? Why? What impact did your changes have? (4a, 3e):

The lesson on figurative language shifted a few times to address the needs of my students. Students were given additional time to participate in the lessons activities or tasks and additional prompting, in order to meet the set objectives. The lesson was extended an additional 20 minutes and continued into the following day, allowing for a total of 65 minutes for the overall lesson. This allowed students to have more time to practice the skill and reach mastery, as evidenced by the number of students who were able to meet the objective at the end of the lesson. Additionally, as the co-teacher and I rotated between the small groups, I built on several of the student discussions to get them further interested in figurative language. Several students gave examples of figurative language used in movies or shows and I used the opportunity to have them think about what types of figurative language were used and how that compares to the use of other types of figurative language, by changing some of the wording. Lastly, I stopped several times throughout the lesson to clarify individual student misunderstandings and advance needs, as I listed to students in their discussions. Again, I feel that this promoted the high rate of students meeting the objective.

3. Review and reflect on students’ work and/or assessments from the lesson. What do they reveal about students’ progress toward and mastery of the objective(s)? Suggestion: Upload or share samples of student work. (4a, 3c, 3d):

The students’ work, overall, demonstrates the great progress toward the mastery of the objectives that the students made. Through the anticipatory guides, I could see exactly what students understood or learned and where they needed additional review. With the use of the rubric, students could also reflect on what they were able to master and what they needed to review. About 85% of students met the objectives and were able to identify what figurative language is, explain its use and interpret most or all of the different types of figurative language. All the tasks aligned with the CCSS standards, which allowed students to work towards that mastery. Overall, various assessments, both formal and informal, were used to monitor student learning and understanding throughout the lesson. The anticipatory guide allowed me to fully integrate formative assessment into instruction, and students’ discussions, questioning and sorts allowed me to check for understanding and monitor student progress toward the objectives. The rubric allowed for individualized feedback, which was accurate, specific, and advanced their learning.

4. How did questioning, discussion and student participation affect student learning? How do you know? (4a, 3b):

I used a variety of low- and high-level open-ended questions, in order to have students participate in accountable talk and be able to informally assess student learning. Some questions were planned and other questions came up as I listened in on group discussions of figurative language. These questions were meant to challenge students cognitively, help them think meta-cognitively when interacting with figurative language, and have authentic conversations. Through my observations, I noted that about 92% or more of the students were engaged in these discussions by responding to questions and answers from their teachers and peers.

5. To what extent did the classroom environment contribute to student learning? How do you know? (4a, Domain 2):

The classroom environment, which the co-teacher and I fostered, contributed to student learning within lesson as evidenced by the percentage of student engagement and the percentage of students who met the objective. About 92% or more of the students were engaged in the various challenging activities; which incorporated visuals, social interactions with peers, and reflection. About 85% of students met the objectives and were able to identify what figurative language is, explain its use and interpret most or all of the different types of figurative language. About 15% percent of students met some of the objective and were able to identify what figurative language is, explain its use and/or interpret some of the different types of figurative language. This shows that the majority of students were Proficient, few students were Emergent, and none of the students were Beginning. In the classroom environment, there were clear expectations and standards of conduct for the class and they are also posted within the view of all students (R.O.A.R. was posted in the back of the classroom). Students were reminded of expectations during the lesson, when appropriate, such as the importance of staying on task and having academic conversations. There were minimal to almost no off-task behaviors displayed during the lesson; which lead to student learning and mastery of the objectives. Positive behavior was reinforced through verbal praise.
6. Imagine you had a chance to teach this lesson again to the same group of students. What would you do differently to achieve the intended objective(s), and/or would you change the objective(s)? Explain. (4a):

After reflecting and analyzing the students' performance and ability to meet the set objectives, I would look to make only minor adjustments. I would make this one period lesson into a two period lesson. More time on the lessons activities, would have provided students more time to meet the objective. Additionally, to improve within component 3b., I would like to provide pre-made, open-ended questions on cards that would allow students to be more accountable for asking the questions instead me being the one to ask the questions the majority of the time.

7. Based on your reflection, how and why will you adjust the remainder of the unit to address specific students’ strengths and areas for growth? (4a):

For the remainder of the unit, in order to address specific students' strengths and areas for growth, I would add a day into the unit for students to briefly review figurative language and identifying the different types. This could be done through a game, such as Wheel of Fortune, where groups of students would compete for a prize, such as a Panther Buck. I would then have students identify figurative language in the text that they were currently reading. Finally, I would assess student using a summative assessment.

8. Which 1-2 component(s) are areas of celebration for you? Which 1-2 component(s) would you like to concentrate on moving forward? Which resources do you need to support your growth? Reminder: You and your evaluator will discuss components of celebration and concentration, along with suggestions and resources for growth, during the post-observation conference.:

The two areas of celebration for me are 4a and 3c. Overall, the lesson was a success, as demonstrated the assessments which showed 85% of students meeting the set objectives.

The component I would like to continue focusing on to support my growth would be 3b. Using questioning and discussion techniques which challenge students is critical in their learning. I believe there is always room for improvement and I would like to be sent to PD's on this specific component, which I have not as of yet.

9. Upload Additional Evidence:
- What Figurative Language Means.docx
- Figurative Language.pptx
- Figurative Language Differentiated Sort- Green.docx
- Figurative Language Differentiated Sort- Blue.docx
- Figurative Language Anticipatory Guide.docx
- Enduring Understandings.docx

10. Which components would you like to continue to work on?:
(3b) Using Questioning and Discussion Techniques

11. Is there anything else you would like to discuss? Are there any additional supports from our school community that would help you do your job more effectively?:
Not at this time.

Reminder:
Evidence for Components 4b-4e should be collected over the course of the school year. Consider uploading artifacts into RLS and discussing them with your evaluator during the post-observation conference. Go to the Professional Responsibilities tab in your plan to upload evidence for Components 4b-4e.