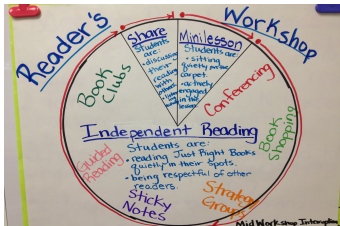
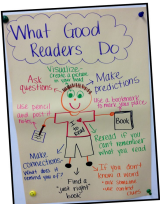


Readers Workshop Mini Lesson/Conferencing Observation

Teacher's Name_____ Teaching Point_____

- Reader's Workshop Mini Lesson **and** rotating centers including a teacher led center
- Lesson plan presented one day prior to the start of the lesson
- The checklist below is the only thing I will use to appraise you (**read it very carefully**).
- I will video the mini lesson and the teacher led centers and place it in your personal folder.
- After your lesson watch the video come and visit me to get your result and some feedforward.
- If you have prior questions please ask.

Check List	YES	✓	NO	✓
<u>Start of the Lesson (before you start the Mini Lesson)</u> References Readers Workshop Chart	 <ul style="list-style-type: none"> • (charts can be different) • Pie Chart is made, mentions part of the workshop process before students transition to the floor or before starting the mini lesson 		<ul style="list-style-type: none"> • Pie chart not made • Teacher borrows someone else's anchor chart instead of making their own • Teacher doesn't refer to the chart at any point in the lesson 	
<u>Start of the Lesson (before you start the Mini Lesson)</u> References What Good Readers Do	<ul style="list-style-type: none"> • Teacher refers to pre-made anchor-charts to remind students about what good readers do (anytime the mini during lesson) • (charts can be different) 		<ul style="list-style-type: none"> • Anchor charts not made or teacher forgets to remind students • Teacher borrows someone else's anchor chart instead of making their own • Teacher doesn't refer to the chart at any point in the lesson 	
<u>During the Mini Lesson</u> Address all Four Mini Lesson Components	<ul style="list-style-type: none"> • All FOUR components are CLEARLY addressed in ORDER within the 12-15 minute mini lesson window • 1) Connection - 1 min • 2) Teaching point and Demo - 8-10 mins • 3) Turn & Talk (Active-engagement) 1-2mins • 4) Link - 30 sec to 1 min • There is only one focused simple teaching point 		<ul style="list-style-type: none"> • Components are missed or not clear, or out of order • There is more than one teaching point 	
During the Mini Lesson Pacing 12-15 minutes	<ul style="list-style-type: none"> • Stayed within the 12-15 minute time allocation 		<ul style="list-style-type: none"> • Pacing is too short (under 8 mins) or too long (goes over 15 mins) 	
During the Mini Lesson Pacing support	<ul style="list-style-type: none"> • Teacher CLEARLY uses a timing device (watch, clock, timer on the board) to monitor pacing 		<ul style="list-style-type: none"> • No timing device used 	
<u>During the Mini Lesson</u> Mini Lesson taught without the SMART/LED Board	<ul style="list-style-type: none"> • Teacher can utilize the board before the mini lesson begins, and after it's finished • Mini lesson taught with students seated on the floor using anchor chart paper to support modeling and examples 		<ul style="list-style-type: none"> • Relies too heavily on the board to teach the lesson. • Students sitting at desks 	
<u>During the Mini Lesson</u> Explicit Teaching Time during 12-15 Minutes	<ul style="list-style-type: none"> • Teacher does not take questions at inappropriate times or allow major interruptions 		<ul style="list-style-type: none"> • Too many interruptions, allows questions at inappropriate times 	
<u>During the Mini Lesson</u> Modeling during 8 to 10 minute Teaching Point/Demonstration phase	<ul style="list-style-type: none"> • Teacher clearly models an example of the teaching point-uses an ACTUAL TEXT (real book), not a text on the SMARTboard to show the strategy in action. The teacher 'thinks out loud' to clearly show the students the choices the teacher made during the process. 		<ul style="list-style-type: none"> • Teacher does not model the teaching point • Or uses the SMARTboard to show text. 	

After the Mini Lesson Workshop Language-Mini Lesson close	<ul style="list-style-type: none"> Teacher gives explicit instructions explaining what students should be doing during rotating center time. This is done BEFORE they transition back to the desks Students know what they are doing and know not to interrupt teacher lead conferences 		<ul style="list-style-type: none"> No preventative language used. Students interrupt teacher lead centers because they weren't given explicit instructions or modeling prior 	
After the Mini Lesson Transition to Center Time	<ul style="list-style-type: none"> 1 min and under to have student groups back at tables (if coming from the floor-preferred) and beginning work Appropriate transition noise 		<ul style="list-style-type: none"> Over 2 mins to have students back at tables (if coming from the floor-preferred) and beginning work Inappropriate transition noise 	
After the Mini Lesson Teacher Led Centers	<ul style="list-style-type: none"> Teacher led centers is well organized with materials to support differentiation depending on the group he/she is working with 		<ul style="list-style-type: none"> Has no conferencing call system or a system that is too loud 	

Reader's Workshop Observation	Outstanding Exceeds Expectations	Proficient Meets All Expectations	Basic Meets Most Expectations	Unsatisfactory Falls short of Expectations
	13 Yes Boxes Ticked	12/11 Yes Boxes Ticked	10/9 Yes Boxes Ticked	8/7 Yes Boxes Ticked

Planning and Preparation	Outstanding Exceeds Expectations	Proficient Meets All Expectations	Basic Meets Most Expectations	Unsatisfactory Falls short of Expectations
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The following statements focus on the role of the English Program Teacher in their planning and preparation for their daily life as an educator at Young Hoon Elementary School.

- The lesson is planned using the template provided and given directly to the director prior to observation
- The lesson is specifically tied to the Young Hoon curriculum. The teacher plans and prepares lessons congruent with the YH curriculum and best English language learning practice.
- There is evidence of materials planning to support the learning including technology and paper materials.
- The teacher has planning in place for their unplanned absence. The teacher has prepared absent folder that contains: a seating chart, personal schedule, and emergency activities/lessons

Comments:

Classroom Management	Outstanding Exceeds Expectations	Proficient Meets All Expectations	Basic Meets Most Expectations	Unsatisfactory Falls short of Expectations
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The following statements focus on the classroom environment and how it is managed.

- The teacher creates and maintains a climate of mutual respect. The teacher and students have created and published a set of operating expectations for their workplace.
- The teacher applies consistent and fair rules. Consequences are predictable, reasonable and age appropriate.
- The teacher manages a classroom effectively with a variety of techniques. Classroom management techniques employed include: use of space, student information inventory, classroom meetings, grouping, signals, transitions, energizers, proximity ...

Comments:

Professional Work Habits	Outstanding Exceeds Expectations	Proficient Meets All Expectations	Basic Meets Most Expectations	Unsatisfactory Falls short of Expectations
<ul style="list-style-type: none">• The teacher meets the professional expectations as found in the Young Hoon English Program Faculty Handbook.• The teacher is dependable and punctual.• The teacher effectively meets expectations related to their personal time table and maintains Message Board, Seesaw, Student Files and Report Cards in an accurate, effective and timely manner.• Relationships with faculty, parents and students are characterized by mutual respect.• The teacher works collaboratively with colleagues and interacts appropriately with all Young Hoon				
<div>Comments:</div>				
Recommendations				
<div>Comments:</div>				
Closing Comment				



Send a **digital copy** to the Director a day before your appraisal lesson

CLASS	5-4	TEACHER	Mr. Michael Fitzgerald
Block and Time	Block 4 @ 1350	Teaching Point	Compare and Contrast Characters
WALT (Kid language please)	<ul style="list-style-type: none">We are learning to compare and contrast characters in stories		
Success Criteria	<ul style="list-style-type: none">I can compare charactersI can contrast characters		
Resources	Everything not linked below can be found in this folder . <ul style="list-style-type: none">ChromebooksVocabulary LogsThe Astronaut's MissionVenn DiagramsCharacter CardsVenn Diagram ExamplesSentence Stem cards		
Mini Lesson Sequence	<p>Introduction</p> <ul style="list-style-type: none">AnnouncementsMove to the ghost 👻 stationMini-lesson expectations <p>Connection</p> <ul style="list-style-type: none">"You may remember the story that we read last week, The Astronaut's Mission.""This module, we have been learning about making connections to text, and it can be a good idea to compare and contrast to help us make deep connections.""So, today, I will use The Astronaut's Mission to teach you how to compare and contrast characters in a good way." <p>Teach (I do)</p> <ul style="list-style-type: none">"I will show you what it looks like to compare and contrast characters from a story. I am comparing and contrasting Mark and Sam from The Astronaut's Mission. I am using a venn diagram." <p>Active Engagement (We do)</p> <ul style="list-style-type: none">"Now, let's practice together. Remember to use evidence, which we have been using throughout this module in science and in reading when making connections. We are comparing and contrasting Mark and Alex from The Astronaut's Mission." <p>Active Engagement (You do)</p> <ul style="list-style-type: none">"With your partner, compare and contrast Sam and Alex from The Astronaut's Mission. Use these sentence stems to help you." <p>Link</p> <ul style="list-style-type: none">"Now, you can use the comparing and contrasting skill when you read to help you make connections and to help you better understand the characters in stories."		

Transition to Centers

- Centers and predetermined groups on smartboard
- Centers Expectations
- Centers timer color-shape review (yellow circle is transition, purple star is work)
- Send to Centers
- I move to teacher-led station

Compare and Contrast was chosen due to poor performance on RAZ Kids.

Name	First Attempt Correct	First Attempt Total	First Attempt Accuracy	Overall Correct	Overall Total	Overall Accuracy
Compare and Contrast	11	25	44%	25	67	37%

Lesson

Centers (the emoji is how each station is identified)

1. 🧙 Compare & Contrast – Character Cards
2. 🧙 Compare & Contrast – Passage Characters
3. 🧙 Reading Comprehension
 - a. This is the teacher-led center because their RAZ Kids scores are quite low with these types of questions, so this is a formative assessment to see why they are doing so poorly, and to help them get better at answering these types of questions.
4. 🌱 Vocabulary Log
 - a. Inferring meaning skills (learned on Wed., July 3)

