

## PRE-OBSERVATION FORM

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Evaluator's Name)

\_\_\_\_\_  
(School Site)

\_\_\_\_\_  
(Grade/Department)

\_\_\_\_\_  
(Observation Date)

\_\_\_\_\_  
(Observation Time/Period)

\_\_\_\_\_

### I. **LEARNER CHARACTERISTICS (Describe students, including those with special needs):**

### II. **PRE-ASSESSMENT (Describe processes used to determine level of student readiness):**

#### **Domain 1- Planning and Preparation**

##### *Ia. Demonstrating Knowledge of Content and Pedagogy*

My knowledge of the Words Their Way content is extensive, as I completed a 3 credit graduate class all about the Words Their Way curriculum, and implementation strategy in the fall of 2012, and have attended several building/district based training seminars. I continue to discuss a variety of elements related to the implementation of Words Their Way with my teammates to solidify and build upon my knowledge and misconceptions. This drives student instruction, and allows me to better identify/correct my students misconceptions.

##### *Ib. Demonstrating Knowledge of Students*

##### *Ic. Selecting Instructional Goals*

##### *Id. Demonstrating Knowledge of Resources*

Student readiness was determined based on the Words Their Way Primary Spelling Inventory which was administered in August. Based on the information received on this assessment, each student's individual spelling strengths and weakness were identified. Working with the Learning Support Coach, as well as the grade level team each student data was analyzed (utilizing the Words Their Way website and software program) and appropriate student word study levels were identified. Based on individual student needs, the students were grouped appropriately with their peers into their word study groups. Each group is working towards a targeted skill set which was identified based on the results from the primary spelling inventory. During the course of the week students monitor their own progress as they work through a variety of word sorts. The students are responsible, with my guidance to make sure that they are achieving their weekly goal, which is to understand their weekly spelling/word sort pattern.

### III. **LEARNING FOCUS:**

- **OBJECTIVE (What will students know and be able to do?):**

#### **Domain 1- Planning and Preparation**

##### *Ie. Designing Coherent Instruction*

Upon completion of this lesson students will be able to-

- Complete a closed sort, by sorting their word sort words based on the appropriate headings to

demonstrate their understanding of the spelling pattern.

Student Friendly Language-

- I can complete a Closed Sort to show my spelling pattern. I can explain my Closed Word Sort pattern to my teacher and/or classmates.

- **INSTRUCTIONAL STRATEGIES (What methods will be used to meet student needs?):**

**Domain 3- Instruction**

*3a. Communicating Expectations, Directions, and Procedures Clearly and Accurately*

*3b. Using Questioning and Discussion Techniques*

Today's lesson will utilize a variety of instructional techniques designed to keep the entire class actively engaged throughout the duration of the lesson. The class is very social and requires high energy structured activities; therefore a number of learning modalities will be integrated into the implementation of this lesson. The majority of this lesson will take place in small group format, which will allow the students to work independently to meet their learning targets, while also allowing time for the conferencing with the teacher to check for understanding. Directions will be shared verbally at the beginning of the lesson, and while the students are working within their groups, as well as written as they appear on the Smart Board. Student misconceptions in regards to the word sort were discussed within the previous lesson, but I will also make sure to address student misconceptions as they arise. Students will be responsible for their own learning during this lesson as they work independently within their word study group to complete the word sort. They will also work their groups, helping other students meet the learning target.

- **LEARNING ACTIVITIES (How will students be engaged in quality work?):**

**Domain 3- Instruction**

*3c. Engaging Students in Learning*

The students will be engaged in quality work throughout the lesson as they work to complete the daily learning target, which is to complete a closed word sort to demonstrate their understanding of their weekly spelling pattern. They will make connections between previous spelling understandings, as well as the headings from this week's spelling pattern, as they relate the new words/pattern to previous schema. The structure and pacing of the lesson will allow the students to monitor their own progress, however provide closure as they check for understanding at the end of their sort with the teacher.

*3d. Providing Formative Feedback for Students*

The feedback provided by the teacher will be timely and consistent as I will be able to conference with each child or group while they are completing the closed word sort. The students will immediately be able to make use of the feedback they receive as they will complete the closed word sort again during this same lesson. They will also be able to utilize the feedback and suggestions through the week, as they will be working through the sort again and again.

*3e. Demonstrating Flexibility and Responsiveness*

During this lesson I am able to respond to the student's needs and questions, by easily modifying the assignment based on the student's needs. Since the students are working in small groups if it is evident the students need more instruction the entire group can be brought together to review the instructional skill/spelling strategy of the sort. Students could also work in buddies and assist one another in meeting the instructional target of completing the closed sort and demonstrating their understanding of the spelling pattern. By making either of these modification to the original individual closed sort this will ensure the success of all students.

**All elements of Domain 2- The Classroom Environment, may not be visible during the implementation of this lesson, I wanted to provide some additional background for the observer within this area.**

*2a. Creating An Environment of Respect and Rapport*

*2b. Establishing a Culture for Learning*

Currently my classroom is utilizing the Nurtured Heart approach, with both the students and myself offering positive encouragement to all. This has helped the students and I practice/demonstrate genuine caring respect for one another. Students are also active participants within this lesson as they are working to complete their closed word sort. Each student is paying attention to the detail of the activity as they sort their word sort words based on appropriate heading, spelling pattern, and sounds. The teacher and students collaboratively set high

expectations for learning, as the students in each group work together supporting their fellow group members.

*2c. Managing Classroom Procedures and Resources*

*2d. Managing Student Behavior*

The procedures for this lesson were set in place while utilizing the optimal learning model and gradual release of responsibility, in which I demonstrated each activity and expectations then transferred the ownership to the students with guidance and support. These parts of the process took approximately two weeks to implement. Eventually, the students were able to complete each word sort activity with minimal teacher guidance, and more student independence. This is only our second week of the students independently working with their word sorts within their groups. The gradual release of responsibility has helped to establish and maintain a learning environment with high expectations; while also ensuring that the students understand and practice appropriate standards of conduct, and become an important part of the classroom environment.

*2e. Organizing Physical Space*

The furniture was arranged to provide all students a safe learning environment, while also allowing for effective classroom instruction. There are five different instructional areas within the classroom (in front of the Smart Board, student desks, reading table, computer/circle table, ABC Rug) to provide quality instruction to all students. These areas are directly utilized during this lesson as the student groups are each able to work within a different instructional space within our classroom.

**IV. ASSESSMENT (Describe processes used to determine level of student learning):**

**Domain 1: Planning and Preparation**

*If. Assessing Student Learning*

The teacher's plan for student assessment is fully aligned with the instructional goals, as the students will be assessed at the end of the week on their ability to identify and correctly spell their spelling pattern on their spelling test. The students work towards this learning target as they practice their sort on a daily basis both within the classroom, and hopefully at home as well. Students are aware that they are responsible for learning the spelling pattern of their word sort words, along with the guidance of their teacher and peers. Students monitor their own progress throughout the week as they complete each word sort. Based on District 203's protocol all students will be reassessed in December/January, as well as in May to formally assess progress/growth.

**Domain 4: Professional Responsibilities**

*4b. Maintaining and Submitting Accurate/Timely Records/ Reports*

*4c. Communicating with Families*

Anecdotal notes are taken throughout the week to monitor student progress towards their word sort groups spelling/word sort goals. Each Friday the students are formally assessed, and these scores are recorded within the teacher's grade book. Once the assessments have been scored the results are shared with each student's family, typically either the same day the students take the assessment (Friday) or the next academic day (Monday). I communicate frequently with the parents also takes place on a weekly basis as important information regarding our word sort program is included within our weekly newsletter. Students are also encouraged to develop a conversation with their parents in regards to their spelling sorts and word patterns. These conversations are also encouraged within the weekly newsletters as parents are given talking points in which to engage their students in conversation.

**V. OBSERVER FOCUS (List specific areas for observer feedback):**

**Domain 4- Professional Responsibilities**

*4a. Reflecting on Instruction*

As this is a lesson I teach on a daily/weekly basis, I am fortunate to reflect often on the practices and expectations of this lesson. This reflection allows for conversation amongst my teammates during team planning sessions, as well as individual reflection as I enhance future instruction and alternative strategies for my students.

However, during this lesson I would like specific feedback on improving and encouraging student collaboration, while also maintaining time for independent practice. I would also appreciate any advice or ideas on how to decrease the amount of time spent transitioning, and increase the amount of instructional time.