Art and Science of Teaching Teacher Evaluation Framework Reflection
Conference Structured Interview Form A

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Instructions: Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared to discuss the following questions.

Overall, how do you think the lesson went and why?

I think the lesson overall went pretty well. My children were engaged and I stated the learning goals. I went over the behavior scales. I celebrated success when the children answered the questions in a complete sentence. I made sure every child had an opportunity to answer many questions and I made each child feel special.

In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?

I felt my children met the learning goal I established for this lesson. Since I read this story 4 or more times, even my language delayed students have had many opportunities to use positional words verbally through modeling and repetition. We use positional words throughout the day. The first thing I stated was the learning goal. We are going to retell the story using positional words verbally. All of my children had an opportunity to use positional words. When a child did not use a positional word in a complete sentence, I asked another child who could help them answer the question using a complete sentence. As far as assessment of my students, Jennifer took data as to how many words each child said when he/she was asked a question. I then analyze the data to help me with my planning and strategies for each individual student.

To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?

My classroom is organized for preschool children. Children learn through play and hands on activities. Rules and procedures are reviewed throughout the day. All of my children were sitting on the carpet and were engaged in the lesson. I felt the organization of the room allowed my lesson to flow and helped maximize my student learning.

How did the strategies you used to introduce new content to students support student learning?

This lesson was not an introductory lesson. We reread the story Rosie Walk and we used props to retell the story and show understanding of positional words. The learning goal was to use positional words verbally. My small groups allowed my children to draw and express their favorite part of the story and to dictate what they liked best about the story.
How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?

By playing the Rosie Walk Bingo game, this allowed my students to use positional words correctly. I felt this deepened their understanding and allowed them to practice the knowledge that they have learned to help support student learning.

How did the strategies you used to help students generate and test hypotheses about new knowledge support student learning?

I did not do DQ4 in this lesson.

Which techniques for engaging students were most successful? Which techniques were not successful?

I maintained a lively pace and showed enthusiasm throughout the lesson. I managed response rates and I noticed when children were not engaged. I used academic games to reinforce the story Rosie Walk and to deepen their understanding of positional words.

How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?

I felt that frequent verbal praise and high fives motivated my children to be engaged in the lesson. I was aware of all my children throughout the lesson and they were all engaged. I did not need to redirect any students during this lesson. I did praise them for acting like a number 4. Therefore, I did not need to use negative consequences.

What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationships with students?

Whenever I acknowledged a students answer, I gave them positive praise or again a high five. I smiled at them and through my enthusiastic response gave them approval of their answer. I always try to make my children feel special which results in deepening and helps practice their understanding of new knowledge.

What specific actions did you take to communicate high expectations for students? How did these impact students learning?

Since all my students are language delayed, whenever I asked a question of low expectancy children, I gave them extra time to process their answer and I restate the answer correctly so they could repeat it. I also asked another student who could help him out.

How will this lesson inform changes to your instructional plan?
This lesson was a lesson from our unit plan that pre-k put together. Since we are now doing unit plans, I feel much more time and effort will be put into all future lessons since our team meets everyday that we do not have meetings to collaborate and go over how our lessons went for the day.

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**Overall Comments**

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I am aware that I forgot to use the rating scale at the end of the lesson and ask who can go home and teach prepositions to their family which I usually ask the children.