

## **Art and Science of Teaching Teacher Evaluation Framework Planning Conference Structured Interview Form A**

**Briefly describe the students in your classroom (e.g., number of students, gender, special needs etc.)**

1. *There are 17 full time students and 1 push-ins from the cluster.*
2. *9 of these students are classified SWD (students with disabilities) There are students classified speech impaired (2 Pragmatics, 2 Articulation, 4 Language) 3 Autistic Students. 4 students are Developmentally Delayed (DD – Status review at age 6) and 2 students are going to Ms. Wilson for Wilson for V.E.*
3. *There is one regular ELL/ESOL student (A2) and one Autistic ELL/ESOL student who could not be tested and still qualifies as ELL/ESOL. 3 students are C2 and did not qualify for ELL/ESOL services.*
4. *8 girls and 10 boys (includes push in)*
5. *12 African American, 3 Hispanic, 3 Caucasian*
6. *One ELL/ESOL student is Autistic the other is DD*
7. *12 Free and Reduced Lunch*

**What will you do to establish learning goals, track student progress and celebrate success for this lesson?**

I will provide clear goals and scales and use CCSS to determine my learning goals. I will collect data throughout the lesson. We will celebrate successes by reviewing scale correctness, doing thumbs up, pat on the back, and kiss your brain, round of applause and positive praise. When a student has a well thought out answer, I will comment on why I thought the answer was exceptional, by doing this students will understand the praise received.

**What will you do to establish or maintain classroom rules and procedures for this lesson?**

Before the lesson we will review the behavior scale and discuss what we need to do to become a four. Each student will self correct to show a number four on the scale. Thumbs up will be shown to self evaluate success during and after the lesson.

**What will you do to help students effectively interact with new knowledge?**

Students will be encouraged to use their five senses, drawing on background knowledge from our Senses Thematic Unit. The background knowledge obtained from that unit should enhance the gingerbread man experience. We will discuss and touch ginger (Ginger is a spice used in different culture for different purposes; students can make the connection with the spice and their families' own practice.), hear the taunting comments as he runs away, reminisce about watching the gingerbread man being assembled in the old ladies kitchen and smell the gingerbread baking. Students have been making gingerbread cookies with gingerbread clay dough and smelling the gingerbread throughout the unit so their senses are on full alert. In order to help students compare the numerous books about gingerbread men etc., we will be comparing each book on our Venn Diagram with the original version. Students will reflect throughout the lesson, as we pause to fill in the Venn Diagram and assess similarities and differences throughout the lesson. In the book, The Library Gingerbread Man students will also have the opportunity to review good character traits; using different words for "run" from a Thesaurus and refer to the class scale for model behavior during a whole group lesson. We are also making an "Aha" list of parts of the books that made us think of something else or something we didn't know before reading this selection.

### **What will you do to help students practice new knowledge?**

We will use hands-on visual activities to reinforce the lesson during center time. Content will be reviewed as well as the strategies students can use to be successful learners. After activities are completed, students will write in journals and then wait for the activity to be checked by the teacher.

### **What will you do to help students generate and test hypothesis about new knowledge?**

Students will discuss the cover of the book and other Concepts of Print (cover, title, spine, author, illustrator) and make predictions. What is the story about? What will happen in the story? When the story has been read, students will discuss if their predictions were correct. Discuss if prior knowledge from the other gingerbread stories helped them make a realistic prediction. We will also experiment with gingerbread cookies to see if the gingerbread man could have jumped in the water and started swimming to shore, or would he have melted? Student's will self assess with the Thumbs Up scale. They will decide if they need additional assistance.

### **What will you do to engage students in the lesson?**

I will show “withitness” when students are not engaged. Students will be redirected as needed. Opportunities will be provided for students to discuss the story, share prior knowledge, share thoughts on new knowledge. I will maintain a lively pace and show my love of the lesson and learning so students can feed off of my energy.

**What will you do to recognize and acknowledge lack of adherence to classroom rules and procedures?**

I will show “withitness” as the lesson is being presented. I will move into the proximity of students having trouble staying focused. Students will be signaled to attend or to show a number four from the scale. Referring to the scale and acknowledging students, who achieve a 4 on the scale by calling on them to participate, will decrease undesirable behaviors. Also, my enthusiasm should encourage student to participate and enjoy the lesson.

**What will you do to establish and maintain effective relationships with students during this lesson?**

The teacher will reference the scale, and praise the students throughout the lesson. Pulling on the student’s strengths to encourage them participate and challenge them during the lesson to stretch their prior knowledge to add new knowledge. Students will see how much, I care for them and their opinion. My students love getting pats on the back, rounds of applause, thumbs up and kissing their magnificent brains.

**What will you do to communicate high expectations to students within the lesson?**

I will praise students on their thoughtful answers throughout the lesson and encourage them to expand on those answers to broaden their knowledge. All students will participate and attend the lesson as much as possible. The students will be asked higher order thinking questions. The will try to think of a better word for “stop” for example, by using words like cease, halt, freeze or stay. The original book was written a long time ago, so how could we improve on this story? (Through technology, new vocabulary or even more updated clothing.

**How will this lesson be organized as part of a cohesive unit?**

We will be working on a 23-day Thematic unit on numerous versions of the Gingerbread Man; today we will compare the version The Library Gingerbread Man. Constant reference will be made to prior knowledge

and new knowledge will be discussed through the reading. Students will compare the different versions and reflect back on past Thematic units for prior knowledge. We have studied Thematic Units on animals, the five senses, seasons and especially the weeks spent on good character and respecting ourselves, the environment and others fit right into this unit.

Students will be challenged to continue acquiring new knowledge through independent work at their self-selected center activities. Many activities will be available to students through interdisciplinary connections across the curriculum. The activities will be visual and hands-on, as well as, varied in degree of difficulty. Many activities will be set up to help students feel a part of the gingerbread story. Student will be expected to reflect in their journals about the activity chosen.