Grade 3, Cajon Folktales Unit, Lesson 21

Tool 2: Classroom Observation

Focus of Observation:

text-based discussions that engage ALL students so there is a balance of participation

"Look-Fors" What does strong teaching for the focus area look like? (observer completes prior to observation)	Teacher Behaviors	Student Behaviors
• an environment in which all Students ideas are valued and heard • Students feel safe to share ideas at risk of being wrong and to revise thinking based on ideas of others • various student grouping structures	"Today we will discuss how images contribute to meaning of story" Directs students to get out Peter Rabbit text & practice reading it with a partner "How have images in a story helped you understand it?" Calls on Alan - hand raised Calls on Emma - hand raised Calls on Drew - no hand raised "Drew, how do images help you? I'll come back to you" Calls on Sheena - hand raised "Great - let's discuss this first image as a class - what does this image tell you about Peter & the setting?"	Sts get out text and begin reading with a partner using fluency trackers Alan - shows me what the place looks like Emma - tells me how the character might be feeling Drew doesn't answer X2 Sheena - helps me better understand whats happening in the story

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	Calls on Emma - hand raised "Great idea Emma. Anyone else?" Calls on Logan - hand raised "How does the image make you feel?" Calls on Alan - hand up calls on Mia - no hand raised "Mia what do you think?" "Want some help? Emma, what do you think?" "Great job - now you will answer the next 2 questions in your journals indptly"	Emma - Peter must be pretty small to fit under the gate. Logan - I think Peter is very sneaky because he knows he's not supposed to be in there. Alan - Angry because he did not listen to his mom about not going in Mr. McG's garden Mia looks down Mia continues looking down Emma answers question. Students begin working in their journals.

Tool 4: Debrief and Provide Feedback

Suggested Guiding Questions for Discussion	Planning Notes (observer completes prior to debrief)	Debrief Meeting Notes
Primary Questions		
Your focus area was **engaging all students in text-based discussions so that there is a balance of participation.** How do you think the lesson went with that?	-different students called on -cold-calling and hand-raisers, but mostly called on those with hand in the air students seemed to enjoy the Peter Rabbit story -some struggled with using the images to answer discussion questions	T noticed those who were not raising hand struggled when called on T could tell in written respnses more struggled than showed mastery when it came to objective.
What are you noticing about the **balance of participation during your classroom discussions**?	-same students always contributing & raising their hands -lots of whole group discussion	Not sure how to pair or group Sts for maximum impact - highs seem to always dominate
What is important to you about [action observee took in focus area]?		
Feedback Questions		
You said your instructional goal for your students was **for students to discuss how images contribute to the meaning of the story.** How well do you feel they accomplished it?	-could not tell if all students mastered based on discussion -those who shared seemed to show mastery	think it would help if more time to discuss in various ways
What is the student work/data showing about their progress to this goal?		
In what ways did the lesson go as you had planned?		
In what ways did things happen that you did not expect?		

What other ways are there to **try to engage more students in discussion so there is more of a balance of participation?**	-vary grouping structures -use sentence starters -use talk moves to engage more involvement	T wants to vary grouping and introduce Sts to sentence stems to help those who struggle to share thoughts - might give them more confidence
Feedback on Prioritized Area of Growth		
You **engaged your students in a classroom discussion** and the impact of that **was not as strong as it could be.** I suggest **we work together on some strategies that will help increase student participation and create a safe environment for more student contribution during discussions.**	★Sts never revise their thinking based on ideas of others -- Stems may help!	
Closing Questions		
What can you change before you try this again?		
What can you learn before you try this again? How might you approach learning it?	-examine different grouping structures -sentence starters document	
Are there ways you think I can be helpful to you with your learning?	-model a classroom discussion	Going to set up a model lesson!!

Mentor Coaching Plan

Mentee SMART goal(s)

All students will engage in text-based discussions and feel comfortable to share their ideas and thoughts as demonstrated by a balance of student participation and measured by teaching observations during class discussions.

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline
Review step 2 of the Guidebooks Conversation guide document	Step 2 relates to creating an environment in which all learners are engaging in productive conversations	To help mentee gain the necessary background knowledge to be able to meet their SMART goal, new learning must take place first.	Reminders of how being a learner ourselves supports having a growth mindset	One week
Model classroom discussion	Mentor will model the 3 key "look-fors" when it comes to engaging all students in productive classroom discussions.	Mentee will be able to see a model of the key characteristics in order to engage all students in a productive classroom discussion	All planning and follow-up meetings will start by revisiting partnership agreements.	Planning meeting will take place during our regularly scheduled weekly meeting and model lesson the following day. Debrief the following day.

How will you monitor your mentee's progress toward the identified goals?

During each weekly meeting, scheduled debriefs, and a check-in after 4 weeks of working on this goal.

Model Best Practices: "Look-For's" Checklist

Look-For's	Observation Notes
• Various grouping structures to increase student participation	T modeled 1st question 2 questions with shoulder partner - share w/group Groups of four discussion
• An environment in which all students' ideas are valued and heard	Called on volunteers and nonvolunteers - cold calling thanked sts when sharing
• All students feel safe to share ideas at risk of being wrong and to revise thinking based on ideas of others	Intro'd sentence stems for student use during discussion reassured sts when answer wasn't exactly correct

Model Best Practices: Debrief the lesson

Suggested Guiding Questions for Discussion	Debrief Meeting Notes
Primary Questions	
How did this model lesson or activity help you?	Saw various groupings in action gained ideas to try & build a safe environment
What did you see that was effective? (Encourage mentee to use their checklist from the observation)	Sentence stems (note to self - mentee did not mention modeling stems and specification of using them during discussion)
What did you see that was ineffective? (Encourage mentee to use their checklist from the observation)	mentee did not see benefit of doing both partner and groups of 4 during one discussion note: groups of 4 were homogenous for purpose to hone in on strugglers
Application Questions	
What will you integrate into your teaching? How will you do that?	the stems partner talk
What would you change/modify if you were teaching this lesson and why?	
Clarifying Questions	
What parts of what I was modeling during this lesson or activity still need further clarification?	discussed how to support sts who don't have an answer to share i.e. scaffolding using a stem or discuss w/ a partner first
Closing Questions	
What is/are the top learnings you are taking away from the model lesson or activity?	
How can I support you as you begin to integrate what you are learning?	another observation checklist to track student participation

follow up observation : Grade 3

Cajun Folktales Unit

Lesson 23

Tool 2: Classroom Observation

Focus of Observation:

Same as initial observation

"Look-Fors" What does strong teaching for the focus area look like? (observer completes prior to observation)	Teacher Behaviors	Student Behaviors
Same as initial observation	"Today we're going to read the story Dear Peter Rabbit and identify different points of view about Peter's visit..."	Sts listen to T read story aloud.
		Alan points out that the story is made up of a bunch of letters.
	Defines point of view for Sts using homework as an example.	
	Reminds sts of their sentence stems and to use them during today's discussion	Some sts get out stems paper, some do not
	"How does Mr. McGregor feel about Peter's visit to his garden? Discuss with shoulder partner."	Sts talk for 2 min. some on topic others not.
	+ Teacher circulates. Calls on Emma - hand raised	Emma - He doesn't like him because he eats the vegetables
	"Great answer - anyone else? Alan? - hand raised"	Alan - I agree because...

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	- Asks, "How does Goldilocks feel about Peter's visit?"	again some talk on topic others don't
	- gives time to talk with shoulder partner	
	- Calls on Leslie - no hand raised	Leslie "um, um..."
	"Leslie, choose someone to help you answer"	Leslie chooses Emma.
	"How do you know she likes Peter?"	Emma - Goldilocks likes Peter.
		Emma - She invites him to the party and wants to be friends.
	"Very good! Thumbs up or down if you agree with Emma"	All Sts give thumbs up.
	Next question to discuss with partner - "Do you think Goldilocks sees Peter as a problem in the garden?"	Sts discuss and a few volunteer to share answers.

Discussion Tracker

Student Name	Answered question - volunteer	Answered question - nonvolunteer	Sentence stem used without prompting	Sentence stem used with prompting
Alan	✓✓✓	✓✓	✓✓✓	
Emma	✓✓	✓✓	✓✓	
Drew		✓ - called on but no answer		
Sheena	✓			
Logan	✓✓	✓		
Mia	✓✓✓	✓✓	✓✓✓	
Santiago		✓ - called on but struggled to answer		
Leslie		✓ - called on but couldn't answer		
Kathleen	✓✓			
Noah	✓		✓	
Bethel	✓			
Chase		✓ - called on but no answer		
Deannia	✓		✓	
Troy	✓		✓	
Lindsey	✓✓			
Tammie	✓			
Steven	✓✓✓		✓	
Billy	✓			