**Issaquah School District**

**Pre-Observation Planning Meeting**

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| **Teacher**: Kirsten Woldendorp  | **Date**: 12/11/2017 |
| **School**: Skyline High School | **Grade/Subject**: 11/English |
| **Observer**: Donna Hood | **Date of Observation**: 11/12/17 |

**Submit a lesson plan at least one day in advance of meeting that includes the following:**

1. Objective(s)
* Students will be able to determine who is most to blame for the death of Gatsby.
* Students will be able to use evidence to support their blame (claim).
* Students will be able to use analysis to support their blame (claim).
* Students will be able to collaborate with classmates to defend their blame (claim).
1. Standard(s)

*English Language Standards:*

* 1. [CCSS.ELA-LITERACY.WHST.11-12.1.A](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/a/)
	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

* 1. [CCSS.ELA-LITERACY.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/)
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

* 1. [CCSS.ELA-LITERACY.SL.11-12.1.A](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/a/)
	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

* 1. [CCSS.ELA-LITERACY.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/)
	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

1. Description or outline of instructional approaches

Students finished the novel, *The Great Gatsby*, over the weekend. We discussed the death of Gatsby and then watched a film version of the ending. Today we are going to be assigning blame for Gatsby’s death as a way to incorporate evidence selection and practice analysis in a group collaboration. Table groups will first determine who they think is most to blame, select evidence to defend their claim, and then create a pie chart assigning blame. They will then move around the room challenging the pie charts of other groups using evidence from the novel. Finally, groups return to their home table to defend their pie chart using evidence and analysis. The final task will be a reflection and class discussion around who is most to blame.

**Teachers are not required to complete this form prior to the pre-observation planning meeting, but should be prepared to elaborate on/discuss the following topics with your administrator, providing any information/data that guided the formation of this lesson. Notes may be recorded on this form by teacher and/or administrator.**

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| 1. Instructional outcomes, standard(s), and/or district curriculum for this lesson (Criterion 4)

Standards are listed above (focusing on preparing, presenting, selecting and sharing findings and using supporting evidence). District required novel is *The Great Gatsby*. Outcome is to have students practice selecting evidence and using analysis, but also a way to revue for their final assessment, a Socratic Seminar where students are required to use evidence and analysis to share their ideas/claims within a group discussion setting.  |
| 1. Choice of instructional strategies: information or data that guided your choice of strategies (Criterion 4)

This lesson is done a few days after students have finished reading the novel to allow students with extra time accommodations to catch-up if needed. Students are also grouped in tables with higher achieving students, students with accommodations, and students that are struggling. This class has also been struggling with analysis, so the blame game is a low-stakes way to practice analysis using evidence, especially considering their final assessment requires evidence and analysis to be shared orally (and online as an alternative way to differentiate). This lesson also gets students moving around the room, collaborating with groups, and challenging the ideas of others, all which help students stay focused and engaged.  |
| 1. Differentiation of instruction for individuals or groups of students in the class (Criterion 3 and 4)

This lesson is done a few days after students have finished reading the novel to allow students with extra time accommodations to catch-up if needed. Students are also grouped in tables with higher achieving students, students with accommodations, and students that are struggling. According to Ron Berger , in *Learning that Lasts,* “heterogeneous grouping allows students who possess certain academic strengths to assist and model for those who may have different academic strengths” (Berger 299). Assignmen*t* also naturally promotes differentiate in terms of who the blame (struggling students might blame George Wilson because he pulled the trigger, but higher achieving students might blame Gatsby himself, or even the 1920s as a whole because of the expectations and behaviors). What is most important from the lesson is the ability for struggling learners to collaborate with higher achieving learners. Struggling students have a model, and higher achieving students must be able to share their ideas and almost teach/model for struggling learners. We also watch the film throughout the novel, so students who are ELL or who struggle have a visual way to understand the novel (they also have the option to complete a study guide to help with reading comprehension). I also have given some optional practice/reading comprehension tools, including: character chart with illustrations of characters in the movie, complete a chapter summary guide, and work on a study guide. For this assignment I also gave them a prep sheet with all the characters listed, and had them fill in if that person is to blame, and find a quote to support their claim so that we could start class as productively as possible.  |
| 1. Active engagement of students in learning (Criterion 4)

Group collaboration, creating a visual, assigning blame, and then getting up and moving and challenging the ideas of classmates. Having done this for 6 years, students are always engaged and enjoy getting up and moving, but more enjoy telling their friends they are wrong!  |
| 1. Formative/summative assessments (Criterion 6)

Formative assessments: reading quizzes, class discussions around chapters, symbolism through colors assignment, timed write around symbolism.Summative assessment: Socratic Seminar (with option to have online discussion graded), and a eulogy assignment where students creatively (poem, song, image) eulogize Gatsby.  |
| 1. Is there anything that you would like me to specifically observe during the lesson?

Are students engaged? Am I doing a good job monitoring, adjusting, and helping focus attention if students are off task? Also, can you see differentiation in my grouping, my time frame, and the assignment outcomes/learning targets? |
| 1. In light of your self-assessment based on the Danielson Framework, what area(s) have you identified for professional emphasis and how might I support your work?

I really want to work on differentiation this year, and making sure I am creating a culture of learning (2b), while demonstrating knowledge of students (1b) and setting clear instructional outcomes (1c). I have been working at giving learning targets for units or lessons, so I want to make sure that is clear. I also have a large percentage of students with IEP/504 plans, and students who are ELL, so I have been focusing on differentiating to make sure they are not falling behind, but that I am also not missing my higher achieving students.  |
| Additional Notes: |







