**PATHWISE**

# Instructional Planning and Reflection

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| Teacher: MR. K  | Observer’s Name: Training | Date of Observation: 2012 |
| School: School A | Grade & Subject: 6th LA | Date of Plans: Really Old! |

## CLASS PROFILE

How many students are in the class?

 12 male students

\_14 female students

What is the students’ age range?\_\_11-12 yrs old

Approximately how many students have the following exceptionalities?

[ ] blind or visually impaired [ ] deaf or hearing impaired

[ ] developmentally disabled [ ] emotionally or behaviorally disabled

 [1] gifted [5] learning disabled

 [ ] physically disabled [ ] other?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 [ ] ESOL

How do you become familiar with what your students already know in terms of both skills and the cultural and language resources they bring to the classroom?

**I teach these students all day, so I get to know them pretty well. I look at their folders for academic skills. At the Beginning of the year and ongoing, students share things they are doing outside of school; sports, music, family customs.**

Do you communicate with **parents or guardians** of students in your class? If so, how and for what reasons? Give specific examples where appropriate.

**Most parent scome to Open House & I don’t hesitate to call or send notes if I have concerns.**

When you need **assistance** with your teaching skills or when you have **difficulties** with a student, who do you talk with (e.g. mentor teachers, other teachers, cooperating teachers, clinical supervisor, principal, professors)?

**All the 6th grade teachers meet every two weeks.**

Do you coordinatelearning activities with other colleagues? If so, how? If you are a student teacher, how do you coordinate learning activities with your cooperating teacher(s)?

**Only the schedule for special subjects like art, music ad PE**

OTHER: There are 2 students who leave the leson for music class nad 2 students at the end for patrol duty

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# Pre-Observation Interview

## Teacher/student teacher\_\_Mr. K\_\_\_\_\_\_ Observer Name\_\_\_\_\_Training\_\_\_\_\_

ID#\_\_ \_\_ \_\_-\_\_ \_\_ - \_\_ \_\_ \_\_ ID#\_\_ \_\_ \_\_-\_\_ \_\_ - \_\_ \_\_ \_\_

Affiliation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Affiliation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade \_\_\_\_\_6th\_ Subject\_\_Lang. Arts\_ Date of Int. \_**Before Observation**

* Have there been any changes in your instruction plan or in the information on your class profile since you filled out those forms?

**No changes**

* How does the content of this lesson build on what students have already studied, and relate to what they will be learning in the future? In answering this question, link the content in this lesson to the organization of content in this subject area or discipline.

**We have been working all year on asking questions at the higher levels of bloom’s taxomony. Several of the students in the “Homecoming” group are getting quite good at asking questions.**

**Future – students will be choosing a new book when we finish ‘Homecomeing” (name of the book and group)**

**Learning to analyze literature is an ongoing effort and central to the field of English. I hope that learning to ask and answer high-level questions will help students learn to analyze literature.**

* In all your planning for this lesson how have you addressed the needs of this particular

group of students? (Responses might consider gender, culture, language proficiency, exceptionalities, economic status, and skill level or individual concerns.)

**By allowing students to select their own literature and participate actively in the discussion, they draw on their own experiences and backgrounds. I also try to use examples that are meaningful to them.**

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**Pathwise Instruction Plan**

**Teacher: Mr. K**

**Grade: 6th**

**Co-Teaching Method: N/A**

**Subject: Language Arts – Reading/Social Studies**

**1. Learning Objectives**

What are your objectives for student learning in this lesson? That is, what do you intend students to learn? Avoid using terms “learn” and “understand”

**Students in the reading group will:**

**Deepen their understanding of the book – Homecoming**

**Formulate high-level questions about the book**

**Defend their positions based on the text**

**Rest of class will locate physical features on the maps**

*Why have you chosen these objectives?*

**Mapwork is part of a larger social studies unit. In reading, I want students to learn there is more to a book than plot and it is possible to hav different interpretations of the same story.**

*What Standards (National or State) relate to this lesson?*

4.2a : Blah, Blah

**2. Content Knowledge**

*What content knowledge do you possess in this area?*

**Master’s degree in literature so I’m pretty versed in literature and analysis**

**Bloom’s taxonomy – constantly refer to this**

**Mapping skills**

*How did you prepare for understanding the content of this lesson?*

**Have taught many times so am very familiar. I know Bloom like the back of my hand.**

**3. Student Grouping**

*How will you group students for instruction?*

**Pairs for the map work and they chose their partner.**

*Why have you chosen this grouping?*

**I prefer students to choose in order to increase motivation and coomitment.**

**4. Methods**

*What teaching method(s) will you use for this lesson?*

**I will lead a discussion with the reding group.**

**Others will work independently in their paired arrangements.**

*What students need specific accommodations in this lesson?*

**NONE**

*What specific accommodations have you made for these student needs?*

N/A

*Why have you chosen this method or these methods?*

**Assigning an independent activity to the ss groups allows me to work intensively with a small group in reading.**

**5. Activities**

*What activities have you planned?*

 Activities Time Allowed

Opening: **Recall what we read about**  3 minutes

Main activity/activities: **Meet with Homecoming group to discuss 25 minutes**

 **Rest work on mapping with pairs**

Closing: **End discussion – what to do next 3 minutes**

Important questions to ask:

**Did not specify in his plan**

**6. Materials**

*What instructional materials will you use, if any?*

**Maps and markers for the SS groups**

**The book – Homecoming**

**Map for reading group to refer to as well**

*Why have you chosen these materials?*

**Need maps to do map activity.**

**Books were selected by students themselves and these students selected “Homecoming”**

**7. Evaluation**

*How and when do you plan to evaluate student learning on the content of this lesson?*

**SS - Geography test next week**

**Reading – evaluate on basis of writing for homework. May give an essay test at the end of the book.**

*Why have you chosen this approach to evaluation?*

**A short answer test is not appropriate for assessing understanding of literature but very appropriate for a map skills assessment.**

Adapted for University of Florida Pathwise Instruction and Reflection Form by Vicki Wilson for Salt Fork (Region 10) RPDC and Muskingum Valley Educational Service Center/Muskingum College Goals 2000