## RUSH HENRIETTA APPR POST-OBSERVATION REFLECTION FORM

Teacher:
Grade Level/Subject:
7th: Reading
Date. 10/28/12
Building: $\qquad$ Date:

1. As you reflect on the lesson, were students cognitively engaged in the work? How do you know?

I believe the students were cognitively engaged as a whole during class. The evidence to support this is found when I reflect on the comprehension demonstrated in conversation during each Guided Reading lesson. The questions the kids were asking, along with the cross-content connections they were making, showed that they were focused on their learning. One group I would identify as less engaged in this particular center would be K and J. They were less responsive in conversation and somewhat passive in this particular lesson. Also, the students' fluency Audacity recordings and self reflection sheets demonstrate the kids' engagement within their fluency station. A scan of the room during each Independent Reading station, along with the kids' IR reading logs, validates their engagement during this station as well. Students are now cueing into the importance of building their stamina in this station and are engaging, with fewer student-initiated interruptions (ex. bathroom or water breaks), with their text as a result.
2. Did the students attain the lesson objectives? What is the evidence of their learning?

The short term lesson objectives of this day were met. As we continue to scaffold our students' learning and show progress towards our long term reading goals, these stations will be ongoing in our class routine. As a result, we will continue to assess our students' fluency (their "check up"), read independently, and guide their reading instruction long after today's lesson. In other words, our objectives strive for our struggling students to achieve grade level benchmarks and the work we do is going to be long term and persistent until our students reach their targets. The evidence to support their learning includes: Guided Reading graphic organizers and notes, fluency Words Correct Per Minute (WCPM) measure, fluency self-reflection, Audacity recordings, IR reading log, and collaboration/reflection with my colleague and teacher's assistant.

## 3. How did the instructional strategies you chose support student learning? How do you know?

The instructional strategies chosen did support student learning. I know this as I reflect on many pieces of the lesson, as well as draw on progress demonstrated since first meeting our students last year. In particular, the strategies we've selected to support our students fluency are obvious when listening to the kids' cold vs. warm recordings. Not only are they are growing in their WCPM "score" each time we measure them, but they are owning their use of technology and text to support these skills while talking maturely ABOUT the skill itself. They are much better at assessing what is holding them back from being a fluent reader (ex. their miscues, expression, automaticity in decoding words etc.) and setting personal goals to achieve. In the area of Guided Reading, students are now demonstrating their about what is working, what needs improvement, and which students need support. The flexible grouping of students changes per the needs of our learners, as a result, so that their instruction meets their specific Tier III needs. Finally, we are continually collaborating with the students' counselor and their ELA/SS teachers so that our instructional strategies align towards our common goals.

## 4. How have you promoted a culture for learning in your classroom?

We have promoted a culture for learning in our class that aims to empower our students with the appropriate materials, routine, strategies, and self-assessment measures in order for THEM to feel ownership, pride, and accountability in their learning. I strive to portray optimism, high expectations, and my belief in all my students' ability to achieve their goals every day. We continually draw their attention to their station's goals, for example, if they appear to be losing focus or attention to a task. Often, when they are reminded of the reason they are working on and practicing the skill they need to improve, they refocus themselves appropriately. When we help them see this connection, they are reminded that THEY hold the key to achieving the progress seen in their Success Chart. In addition, they tend to be naturally supportive with one another. Finally, we praise them with ample positive feedback, knowing that they are sometimes (painfully) aware that their peers do not have reading needs as great as theirs.
5. Did you make adjustments to your plan as you taught the lesson? What, how, and why?

> Yes- adjustments were necessary both prior to, and during, the lesson. Since M was in ISS (unexpectedly) on this day, I took the opportunity to conference $1: 1$ with Tbefore we started our Guided Reading (GR) lesson. I wanted to help him draw the connection between his RAZKids quiz performances/level of comprehession back to our GR lesson's focus for reading. I also took that opportunity to hear him whisper read the text so that I could hear his readiness to decode this level of text. In L's GR lesson, I was "derailed" a bit at the level of support she demonstrated in her text. I had to adjust my pacing in order to guide her through a number of homophones and their meaning in the English language. This helps me think ahead to future GR lessons though, as I will need to scaffold for her extejsive grammar and semantic cueing needs. In K and J's GR lesson, I most certainly had to adjust my plans. Both students were not engaging in conversation beyond many surface level answers. Also, K reported that she "couldn't read without her glasses". As I weighed the time left in class with the lesson's objectives, I decided to move ahead with listening comprehension instead of pressing K to read the text. J supported the group with a retelling, but time was definitely compromised, as I felt obligated to remind K how important it is for her to come to class prepared. This is not a first time occurrence (see below).

## 6. If you were to teach this lesson again, what might you do (if anything) differently?

I would change a few areas of the lesson. First, I am concerned that my pacing is often rushed during the 15 minutes at each station and therefore not allowing the students with enough time to reflect deeply with closure. Since I value their processing time that's often necessary during each station, I would like to try lengthening the time spent in each. I feel this will also reinforce their goal for building stamina. The second revision I would make is to purposely meet with K and J's group first so that I can touch base with our "quiet, sometimes passive" students first. I would aim to target their needs in GR group first so that they do not have to wait until $3: 15$, after a full day of learning, to get their $1: 1$ "face time" in class. I could better reinforce their need to engage in their own learning if I prioritized meeting with them each class, first station.
7. Any other thoughts you would like to share about this lesson? As $K$ is most definitely a student we are monitoring closely as a team, we plan to carve out time in next week's Reading 7 agenda for her to reflect on her sense of responsibility and ownership in class: what can she do to ensure success?
what is her role in her education, as she strives for her goals? I will then help her brainstorm my (and Mrs. W's) role in her achievement in reading. With these ideas, we'll create and sign a student contract that will aim to lessen her passivity and raise her level of engagement in our class. We'll share this with her counselor, with the intent that if this is successful, we could bring this to her IST for greater implementation in other classes. Also, as $J$ tends to strives for perfection, and we've seen her grow out of her intense shyness since last year, I will pull her aside and gently remind her that she needs to demonstrate her understanding by speaking and read that she does not rely on others to do the talking and sharing in class. An increase in time spent in stations will allow her more processing and me more wait time so that there is no "rushing" through a station for time's sake. In addition, we will also conference with A to highlight the success he has gained this year in his fluency. It appeared he was "going through the motions" when self-assessing his fluency growth. My goal is to re-engage and motivate him to see the connection of how hard he works in his station to the level of success he gains during our fluency assessments. We've found that A ( C and A too) responds well to specific feedback in a timely manner so that he develops good habits and routines in our class. He rises to this level of $1: 1$ communication best, especially when I can draw him back to the exact time he was on/off task vs. what was the station's goal for him as a learner.

