

Teacher Post-observation form and conference

User Information

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| Building: Mineola High School | Department: None |
| Grade: None | Evaluation Type: Non-Tenured Teacher |
| Assigned Administrator: Culella, Nicole | Evaluation Cycle: 09/01/2016 - 06/29/2017 |
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To what extent were your students productively engaged throughout the lesson? (4A)

Overall, I felt that my students were productively engaged throughout the lesson. During the PearDeck presentation everyone was responding and during the project phase students were on task and working. Students were excited by the prospect of "Banana Bongos" and wanted to participate and do it for themselves. I think that this was a strength of this lesson.

In terms of improvement, I think the beginning may have felt a little slow for some of the students as I got everyone logged on, but the "do now" helped with that somewhat. I also tried to hand out materials at this point to reduce the dead time. Additionally, when progressing through the lesson as a group, I noticed some students were moving a bit faster than others. I specifically tried to accommodate this by giving them verbal instructions for the next steps, before moving the class forward.

One thing I could've done is to have a separate assignment, perhaps brainstorming their own controller, that students could do while they were waiting for others to complete each step. This would have allowed me to keep a pace where all students can work with me together, while making sure no students are getting bored.

Did the students learn what you intended? Were instructional outcomes/objectives met? How do you know? (4A)

I had two goals for this lesson

- The students will apply their knowledge of circuits and Makey Makey controllers by demonstrating the ability to create a basic video-game controller.
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The students will understand the basics of conductivity and Makey Makey controllers by summarizing their work in a written assignment.

For the first objective, each student was able to recreate a Makey Makey circuit to make a basic controller. I know this because I was able to observe in the classroom and see the students creating the circuits and playing their "banana bongos". I walked around the classroom, and for the students who were struggling like AJ, I made sure to work with them until they understood the lesson and were able to understand and create a bongo controller.

The second objective was to reflect on the lesson and summarize their understanding in the class. Students submitted this work through the CodeOYO platform where I could review after class. This had different mastery levels. The students fell into 3 groups, those who submitted the questions with thoughtful answers that demonstrated reflection, those who submitted answers that showed misconceptions, and those who were not able to complete all three questions.

The next day I used this data to differentiate and to teach a second mini-lesson to help enhance comprehension, while letting the students who demonstrated knowledge move to experimenting for their own controllers. This objective was also an objective of the following lesson. This course is mastery based, and students can resubmit challenges until they have passed. After the second class, all students were able to pass the challenge and were able to move on to the exploratory phase of the larger project. For much of the project I have students work on independent work after mastery is achieved on a certain topic, so I can focus more of my energy to explaining the concept to those who are struggling to understand.

If you had the opportunity to teach this lesson again to this same group of students, what would you do differently? Why? (4A)

Overall I think the lesson went well, but I believe there is always room for improvement.

I felt the lesson went a bit fast, and if doing the lesson again, I might split the content over two days. I do not want students to feel rushed and I want them to understand the basic information well. We continued the work in the second class, and I felt that after that class, the objectives were met by all students. I know this because all students were able to successfully recreate a circuit and answer the questions on CodeOYO. In the future, I might split up some of the intro vocabulary and information about circuits to one day and then doing the demo a second day would allow the students more time to explore the Makey Makeys and finish the questions asked in one class period.

I also was unsure how well "moving together" went. I felt it was a little fast for some students and a little slow for others. I am torn between two possible scenarios, and would most likely talk to colleagues for insight on which way to proceed.

- Move slower as a group, and have students have another activity, such as a brainstorming, that they do while they are waiting for others to finish each step. This has the benefit of keeping everyone together to hear insights from me while no one is un-engaged. The drawback of this is for students who are switching tasks may have trouble going back and forth easily and staying engaged on the right topic.
- The second option would be to move all of the content to self-paced and then to help students as needed. Many of the lessons are done this way in this class, and the students respond well to it. It does have the drawback of not being able to say the big concepts that no one knows as a class.




I lean towards the first approach as I'd like to keep students together for one day, as much of the class is already self paced.

Additionally, I would change some of the instruction given to the class. I felt that the explanation I gave to AJ was very clear, and next year I would like to give that explanation to the entire class. This year I gave the lesson as a mini-lesson to students who had not yet shown mastery, which proved to be very successful and well-received.

In the future in this class, I would like to pair the LEP students with other students in the class, and in general get students to collaborate with students that they don't usually interact with. This activity would have been a great activity to have students paired with someone that they don't usually work with to collaborate and work together. I will do this in the class next year, and will work this year to find meaningful ways to facilitate more student interactions.

Post-observation Artifacts

Please upload Post-observation Artifacts below.

| Artifacts | | | | | |
|----------------------------------|-------------|--------------|----------------------------------|---|--|
| Name | Upload Date | Upload User | File |  | |
| Students Pear Deck Responses | 10/23/2016 | DiFede, Kuri | Student_Responses_for_Pear_De... |  | |
| Sample Students Responses to Coc | 10/23/2016 | DiFede, Kuri | Student_Sample_Responses.pdf |  | |