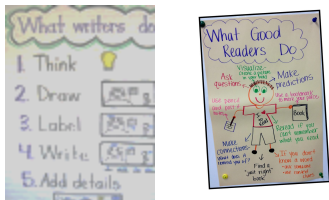


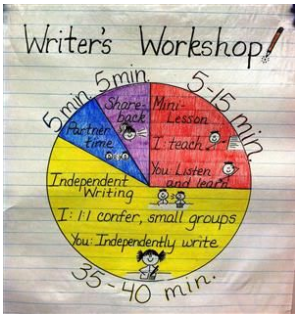
Mini Lesson/Conferencing Observation

Teacher's Name:

Can be a one off lesson (however, come 2017...readers and writers workshop is a go!)

- Book a spot on the spreadsheet in the appraisal folder called Mini Lesson Month Sign Up - Nov)
- 30 mins Max
- Reader's or Writer's Workshop Mini Lesson **ONLY**
- No lesson plan please. I don't want any prior knowledge (try and engage me and wow me)
- The checklist below is the only thing I will use to appraise you (**read it very carefully**).
- I will video the 30mins and place it in your personal folder.
- After your lesson, come and visit me to get your result and some feedforward.
- If you have prior questions please ask.

Check List	YES	✓	NO	✓
Workshop Language - pre Mini Lesson start	Teacher uses the following language <i>or the like</i> at the very beginning of class <i>Reader's/Writer's Workshop begins in 30 seconds</i> <i>Are you ready for Reader's/Writer's Workshop?</i>		Language not used. No mention of reader's or writer's workshop anywhere.	
Mini Lesson Start-Language	Teacher quickly refers to pre-made anchor-charts to remind students about  what good writers or readers do. (charts can be different)		Anchor charts not made or teacher forgets to remind students Teacher borrows someone else's anchor chart instead of making their own	
Pacing 8-15 minutes	Stayed within the 8-15 minute time allocation		Pacing is too short (under 8 mins) or too long (goes over 15 mins)	
Pacing support	Teacher CLEARLY uses a timing device (watch, clock, timer on the board) to monitor pacing		No timing device used	
Mini Lesson Components 1) Connection 2) teaching point, 3) Active-engagement 4) link	All four components are CLEARLY addressed in order . 1) Connection 2) Teaching point , 3) Active-engagement 4) Link There is only one focused teaching point (taken from the curriculum, but written and verbalized in child friendly language)		Components are missed or not clear, or out of order There is more than one teaching point	
Mini Lesson Components Support	Evidence of the teacher using the SMART Board or chart paper to remind them to hit each component. <i>Example. The word /title connection could be written on the corner of the chart paper or board presentation</i>		No evidence of support to ensure components are hit	
Explicit Teaching	Teacher does not take questions at		Too many interruptions, allows questions at	

Time during 8-15 Minutes	inappropriate times or allow major interruptions		inappropriate times
Modeling during 8-15mins	Teacher clearly models an example of the teaching point-uses chart paper instead of the board		Teacher does not model the teaching point
Workshop Language-Mini Lesson close	Teacher uses appropriate language at <i>the end of the mini lesson to prevent potential conference interruptions</i> <i>Any questions? Remember, when you are done you have only just begun. If you have a problem...you can try this, this, this ...</i>		No preventative language used.
Bonus TICK Reader's or Writer's Workshop framework anchor charts present in the room and referred to during the lesson	 Example		Not used
Transition to independent time	3 mins and under to have students back at tables (if coming from the floor-preferred) and beginning work Appropriate transition noise Teacher plans ahead, has students bring appropriate books to the floor or table, before the lesson begins		Over 3 mins to have students back at tables (if coming from the floor-preferred) and beginning work Inappropriate transition noise Teacher didn't plan ahead, students didn't bring appropriate books to the floor or table, before the lesson begins
One student Conference Only	Has a clever VISUAL conferencing call up system that all the students are aware of. This one conference is based on prior learning (<i>it will be difficult to run a conference on the mini lesson just taught</i>) Teacher provides suitable feedback/feedforward after diagnosing one or two problems to work on- praises the process (growth mindset) Teacher records name of student/date of conference-what was worked on <i>Conference lasts 2-5 (lower) 5-10 (upper) mins</i>		Has no conferencing call system Teacher can't diagnose something to work on or a brings up 3 or more problems to work on Doesn't praise the process (growth mindset) Teacher doesn't record anything <i>Conference under 5 mins long</i>

Outstanding Exceeds Expectations	Proficient Meets All Expectations	Basic Meets Most Expectations	Unsatisfactory Falls short of Expectations
Yes ticked 12/12 boxes (including Red Bonus)	Yes ticked in 10/12 boxes	Yes ticked in 8/12 boxes	Yes ticked in 6 /12-boxes