

PRE-CONFERENCE INTERVIEW PROTOCOL TEMPLATE
(P I Elementary School)

Teacher	Kate Hartig
School	Towson University/Padonia International Elementary School
Grade Level(s)	5
Subject(s)	Library Media
Evaluator	Dr. Bailey
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1. Objective:

Students recognize sites in their schoolyard habitat that can help to protect a variety of local species. Students research and paraphrase information to build new knowledge.

2. How will this lesson align to your curriculum and standards?

This lesson aligns to the BCPS Library Media Unit, *Schoolyard Habitat Slam Dunk* and the following standards:

AASL 1.1.6 Read, view, and listen for information presented in any format (i.e. textual, visual, media, digital) in order to make inferences and gather meaning.

AASL 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

Common Core State Standards W.05.07 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

3. How will this lesson connect to students' prior knowledge and how will this lesson be connected to lessons that follow?

Prior to this lesson, students read and paraphrased a text on the forest habitat in a paperless assessment. Students have reviewed notetaking examples of summary, direct quote, and paraphrase by viewing a presentation and discussing the content. Students have toured the schoolyard habitat and noticed how the habitat provides food, water, and shelter for animals and water and fertile soil for plants. After this lesson students will use their research information to create a communication related to their schoolyard habitat.

4. How will you assess students throughout the lesson to ensure they are learning?

Students will research topics about watersheds, pollinators, native plants, trees and carbon, animals in the area, or freshwater habitats. Students may work in small groups. Each student will be responsible for completing the paraphrasing handout to demonstrate new knowledge from media or text. Writing she be understandable to their fifth grade peers.

How might you modify instruction if unexpected gaps in learning become apparent during the lesson?

Provide transcript of a visual for highlighting and notetaking. Allow words and phrases instead of sentences.

5. Briefly describe the students in your class, including special needs.

There are nineteen students. There are 3-5 students where Spanish is the first language. There are no students with IEPs.

6. How will you customize learning to address your student's individual needs?

Individual students may be directed to the more visual information in lesson tiles and to the BrainPop video on Natural Habitats.

7. How will students be actively engaged in the lesson? What strategies will you implement throughout your lesson to foster engagement?

Visually assessing to encourage participation.

Initial engagement includes sharing what students saw and noted in their walk in the schoolyard habitat.

Showing pictures of the habitat and questioning: What do you see? What do you think?

How can we improve? How can we share information?

Demonstrating how to paraphrase with an example.

8. What materials and resources will be used in this lesson?

Websites: "What is a watershed?" <https://oceanservice.noaa.gov/facts/watershed.html>

BrainPop video: "Freshwater habitats:"

<https://jr.brainpop.com/science/habitats/freshwaterhabitats/>

"Native Plants:" <https://extension.umd.edu/hgic/native-plants>

"Maryland Streams:" <http://dnr.maryland.gov/streams/Pages/OurMDStreams.aspx>

"Pollinators:" <https://www.fs.fed.us/wildflowers/pollinators/index.shtml>

"Living in a Carbon World:" <https://serc.carleton.edu/eslabs/carbon/1b.html>

"Research Links:" <http://kthartig.weebly.com/schoolyard-habitat.html>

text resources from U.S. Fish & Wildlife Service "Schoolyard Habitat Project Guide:"

<http://kthartig.weebly.com/uploads/1/7/2/1/17212850/habitatguide.pdf>

9. How will this lesson reflect a learner centered classroom?

Opportunities for choices, group work, use of digital tools to research.

10. How will you assess the students at the closure of the lesson? How will you determine if the objectives have been met?

Summary handout. Individual conferencing. Listening to student conversations.

11. Is the lesson aligned to either of the outcomes set in your SLO?

It is paraphrase preparation prior to practice during the next lesson.

Note. Some content adapted from Danielson (2008) *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*