

Directions for Preparation for POP Cycle

1. New Teacher (NT) and Mentor (ME) identify date for lesson observation and set dates/times for pre- and post-observation conferences.
2. Minimum three days before lesson delivery, NT prepares POP Cycle Form.
3. NT completes Section 1: New Teacher Information, lesson plan, and Section 2, Part A NT Reflection.
4. NT emails POP Cycle Form and Lesson Plan to ME.

Directions for Pre-Observation

5. Minimum 48 hours before lesson delivery, ME reviews Lesson Plan and Section 2, Part A: New Teacher Reflection; completes Section 2, Part B: ME Feedback.
6. ME shares feedback with NT during pre-observation conference. Lesson plan is adjusted as needed and finalized for delivery.

Directions for Observation and Preparation for Post-Observation Conference

7. During lesson delivery, ME completes Section 3A: ME Observation of Lesson Delivery, noting both Teacher Actions and Student Actions.
8. Prior to Post-Observation Conference, NT reflects on lesson outcomes and completes Part 3B: NT Reflection on Lesson Delivery.

Post Observation Conference Directions:

9. Within 48 hours, NT and ME share notes; discuss lesson observations and outcomes; complete Section 4. All parts should be transcribed into one document and submitted to course instructor. Information is used for ILP.

Section 1: New Teacher Information

New Teacher	Email	Subject Area	Grade Level
Megan Mackey	Meganmackey92@gmail.com	Social Science	7
Mentor	Email	School/District	Date
Erin Huff	ehuff@vistaheritagems.org	Vista Heritage Charter School/Vista Charter Schools	10/29/18
Content Standard	Lesson Objectives	Unit Topic	Lesson Title
7.3:	I will determine the cultural legacy of West African visual arts by examining my own family and determining the impact of visual arts on West African culture	Medieval West Africa	The Cultural Legacy of West Africa: Visual Arts

CSTP Element(s) Focus for POP Cycle (In semesters 2, 3, 4, copy pertinent elements from ILP for POP Cycle focus.)

1 - Emerging	2 - Exploring	3 - Applying	4 - Integrating	5 - Innovating
NT pedagogical skills are newly formed and just coming into prominence	Skills are developing as NT investigates and examines pedagogical practices	Skills are applied as NT makes increased relevant and suitable use of pedagogical choices	Skills are refined as NT combines elements into a cohesive and unified pedagogical repertoire	Skills are polished as NT expands ability to add new methods and strategies into pedagogical repertoire

CSTP	Element	Initial Rating	Rating Description (Identify both teacher and student rating for CSTP 1 and 2.)
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students	T: Exploring S: Emerging	T: Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Works to maintain high expectations for students while become aware of achievement patterns for individuals and groups of students. S: some students ask for teacher support to understand or complete learning tasks.
1.1	using knowledge of students to engage them in learning	T: Applying S: Applying	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs. Student engage in learning through the use of adjustments in instruction to meet their needs.

Section 2: Pre-Observation Conference

		Part A: NT Reflection <i>Use questions to guide reflection on the lesson plan.</i>		Part B: ME Feedback <i>Provide feedback on lesson plan reflection.</i>	
Inquiry Focus/Special Emphasis <ul style="list-style-type: none"> What is your inquiry focus and/or special emphasis? How will you incorporate the inquiry focus and/or special emphasis into the lesson? What specific feedback do you want from your ME? 		How can I increase the use of technology in my class without relying on technology as a substitution method?		Starting with healthy tech habits will help you integrate technology more effectively.	
Focus Students <ul style="list-style-type: none"> Summarize critical needs and how you will address them during this lesson. 	Focus Student 1: English Learner		Focus Student 2: Student w/ILP/504		Focus Student 3: Your Choice
	Angel Martinez:		Abraham Del Real:		Gardenia Ortega:
<ul style="list-style-type: none"> What specific feedback regarding your focus students do you want from your ME? 		<p>Angel: I am worried about his learning in class. I was previously translating all documents for him, but in the new quarter I have been giving him the SPED scaffolded notes and sources in Spanish. I encourage him to use Google Classroom to help understand the material, but he is struggling with this process more than the other EL 1s I have in my classes. I want him to take initiative, but I am worried he is not there yet.</p> <p>Abraham: Keeping him engaged and on task is a problem. He easily becomes anxious when something is hard and shuts down.</p> <p>Gardenia: She is unmotivated, I am unsure if this is because the work is too easy for her or if something is happening in her personal life.</p>		<p>Angel: Continue to encourage and support; struggling is a part of learning. Pair him as an observer for a few more weeks to help him get the routines of what he needs to do</p> <p>2. Abraham: stay close to him during activity to time make sure he is on task; continue to scaffold his notes until, but monitor to make sure it does not become too easy for him</p> <p>3. Gardenia: develop a personal relationship with her and provide more challenging materials. pair her with a student that may need her help</p>	
Specific Feedback <ul style="list-style-type: none"> What additional specific feedback do you want from your ME regarding lesson implementation? 		This is my largest class of the day. It is a strange mixture of high achieving and low achieving students. It is also after lunch. They are very talkative and often we do not finish collaborative activities because I am struggling to keep them on task or quiet enough to hear instructions.		<p>1. Wait time: make sure to wait until the class is quiet before moving on. Have them sit in the silence before speaking again to make sure the expectation is clear</p> <p>2. Keep working with routines and procedures; students need to start with simple procedures before moving on to more complex ones</p> <p>3. There are too many students in the room to fit comfortably. Since this class is after our prep, rearrange the furniture for more flexible seating.</p>	

<p>Instructional Planning</p> <ul style="list-style-type: none"> • How is the lesson structured (opening, body, and closing)? • What varied teaching strategies and differentiated instruction will help students meet lesson goals? • What progress monitoring strategies will be used? How will results inform instruction? 	<p>Essential Question: What does it mean to be educated in different parts of the world?</p> <p>Objective: I will recognize the significance of medieval West African art by observing and recording specific examples of art.</p> <p>Before class procedure: Students will walk into class after being greeted at the door. They will proceed with regular classroom routines. Students will glue in the notes that I give them at the door. They will then begin their bell work.</p> <p>Bell Work: Students will go to Google Classroom and open the assignment. They will then answer the question: What do you value from your own culture? What defines education in your own family?</p> <p>Students will share their responses using the timed pair-share Kagan cooperative learning structure.</p> <p>Warm Up: Kagan Structure Fan and Pick. Students make silent eye contact with a partner. When I say go, students will take their ch.14.1 notes (a brief introduction to the cultural legacy of West Africa mini scavenger hunt), find their partner and put their hand on their partner's shoulder. I will make sure each student has a partner, they have space to work, and match up any unpaired students. Students may not sit in a chair, but rather on the floor, on a desk, or stand. This change increases engagement. Students will play Fan and Pick, reviewing the ch.14.1 Notes for 4 minutes. I will walk around and monitor that they are actually playing. The notes are projected on the screen at the front for any absent students to see. At the end of 4 minutes, students will return the Fan and Pick Cards and return to their assigned seats.</p> <p>Body: Students will engage in a One Stray Kagan Structure. My lesson is an introduction to West African visual arts, how they were used, and their influence on the modern world. There are 4 questions on the graphic organizer I gave students at the door. Students are arranged in groups of 4. Each student will be responsible for one question. Taped to their desks will be the answer to the question, along with visual cards. Each student will record the information taped to the desk; they are now the team "expert" on that information. (4 minutes to work silently) I will then guide the students through the one stray. When I call a student number, one person per team will stand and teach the rest of their team about what they learned. They will make sure that their "students" not only record the information onto their graphic organizer, but also understand the material, and share the visuals. This process will repeat 4 times until all students had a chance to be the "teacher" and all students have their graphic organizers filled. (3-5 minutes for each student to teach). I decided to use this process, rather than giving direct instruction from the teacher as it increases engagement and rigor.</p> <p>Closing: I will post all visuals used in the activity to Google Classroom. Students will go to Google Classroom and draw 3 forms of visual art they saw in class. (5 minutes)</p> <p>Teaching Strategies and Differentiated Instruction: I have 3 different forms of learning in the class: movement partner piece (Fand and Pick), and independent piece(bell work and One Stray prep), a collaboration/ communication aspect (One Stray), and an artistic element. All of these reach different types of learners. Additionally each question required on the One Stray include a variety of teaching techniques as they are all different. Each question asks students to respond to a question, but one is straight text, 2 require visuals, and one asks them to make inferences from a video. These are positioned so students alter between image analysis question and critical thinking/ prediction question so students are not overwhelmed. I also give my special needs students and English Learners fill in the blank structured notes so they can still answer the question and participate in the activity, but are not overwhelmed by writing quickly. I am consistently moving through the classroom and answering questions. I listen to make sure students are not only on task, but understand what they are required to do. If I hear the same question over and over, I "pause" the entire class and address the issue, clarify and move on. If it is a pressing need, I will alter my lesson to make it more clear for the next class.</p>	<ol style="list-style-type: none"> 1. How are you "ear hustling?" What are you going to do if students are not participating effectively? 2. Make sure that the most important part of your lesson take the most amount of time in the class. 3. How are you going to integrate visuals both on paper and in tech? Can you simplify?
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<p>Student Engagement/Learning</p> <ul style="list-style-type: none"> • How will you make the lesson relevant to all the students? • How will students show progress towards master of lesson objectives? 	<p>Relevancy: In the previous lessons students have explored West African music and its affect on modern music. I have also connected each lesson to music or visual art in their own lives. For example, students shared with their team how they or their family use music to communicate feelings or mark special occasions. We also explored the different types of music and how they are connected to West African roots. I will repeat a similar process with this lesson, but am carrying it one step further. Students wrote a personal narrative about their families and education. In the next lesson, students will have the choice to either use that personal narrative to rehearse and perform a song or create their own kente cloth.</p> <p>Progress: Students will show progress by learning how to read and understand questions with accuracy. Many students struggle with accuracy. I want them to read, understand, and be able to effectively communicate the information they are responsible for.</p>	<ol style="list-style-type: none"> 1. Look at the ISSN resources to increase the amount of relevancy student experience both short term and long term 2. How can you focus this lesson on the mastery of skills rather than the mastery of information? 3. How are you going to make sure that all students are receiving the information they need for subsequent lessons?
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<p>Classroom Management</p> <ul style="list-style-type: none"> • How will you maintain a positive learning environment with a welcoming climate of caring, respect, and fairness? • Identify specific classroom procedures and strategies for preventing/redirecting challenging behaviors. 	<p>Positive Climate: Students are greeted at the door every day. I say good morning to each of them. We also have positive practices for each day of the week: Mondays we celebrate the weekend by students sharing what they did, Tuesday we honor the student of the week, Wednesdays we participate in a fun class builder, Thursdays we participate in a fun team builder, and Fridays we celebrate the upcoming weekend.</p> <p>Allowing students to choose partners and sit where they want during the Fan and Pick helps to increase agency and engagement.</p> <p>Giving students responsibility by being the “teacher” gives them a sense of ownership.</p> <p>Drawing and creativity give students a chance to show their mastery in a different way, which increases their accountability in their own education.</p> <p>Procedures: We have created tight routines for each activity. At this point in the year, students know these procedures. For example, students rotate from station to station, “packing and stacking” their notebook, Chromebook, pencil, and glue. They know to bring nothing else and that they remain standing and with their students until their time as a teacher is up. (timer is projected on the board so they can keep track of time).</p> <p>We have similar procedures when it comes to the Fan and Pick as detailed above. Having routines helps my challenging students because they know what is expected of them.</p> <p>I have also been practicing Restorative Justice in my classroom. When students participate in challenging behavior, I address them privately or quietly and explain how their behavior is affecting me or those around them. I hold them accountable to their actions and make it clear that their choices are affecting others. This has been successful in the past and helps diffuse power struggles.</p>	<ol style="list-style-type: none"> 1. Greeting students at the door is a great way to start the day; continue to start with a positive attitude 2. Students should start on their bell work as soon as they sit down; how are you setting these routines and procedures? 3. Make sure to give time reminders in addition to displaying the timer tool while they learn to manage their own time.
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<p>Closure</p> <ul style="list-style-type: none"> How will you close your lesson? How will you assess student learning and prepare them for the next lesson? 	<p>Closure: I will close the lesson by giving students a choice of visual to draw. This will allow students to review/summarize what they have learned using art and visuals rather than writing.</p> <p>I will review the One Stray in the next few days, checking each students' work and giving them a grade, in addition to feed back if the missed the point of some information or recorded it inaccurately.</p> <p>Students will use the information they learned in the One Stray to create their Kente Cloth. If they are confused and do not have that information they will get rindividual help from me before they move on.</p>	<ol style="list-style-type: none"> I like that you are using visuals as a summary instead of text; great for SPED and EL Giving student choices will increase their investment in the activity How can you make this activity more rigorous for students like Gardenia?
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Section 3: Observation of Lesson Delivery

				Part 3A: ME Observation of Lesson Delivery		Part 3B: NT Reflection on Lesson Delivery	
				Teacher Actions	Student Actions		
<p>EXAMPLE CSTP 1: Engaging All Students</p> <ul style="list-style-type: none"> In what ways were students engaged? 	<p>When teacher reviewed worksheet, she asked additional questions of analysis and evaluation ("which problem-solving strategy do you prefer? How could you create a math problem that could be solved with this strategy?")</p>		<p>Student groups answered worksheet questions that included all levels of Bloom's ("Identify 6 problem-solving strategies; pick two strategies and identify at least one similarity and one difference between them"). Groups then selected a strategy and created two math problems to exchange tomorrow.</p>		<p>Students completed the worksheets and were able to ask questions. Most groups needed revisions for their questions; comparison/contrast was the most common analysis question. I need to give them a Bloom's question stems handout next time.</p>		
<p>Specific Feedback</p> <ul style="list-style-type: none"> What information can you provide the NT regarding requested special feedback? 	<p>NT projects expectations on the board when ss enter. They know their HW, materials to take out, pages to be on, etc. (routine). NT provides verbal clues in addition to the written instructions on board. NT addresses ss out of seat "in seats in 5, 4, 3..."</p> <p>NT provides verbal cues directed at whole class, then individual students as needed. NT uses "quiet coyote" signal to quiet the class as needed. When volume level rises, NT voice rises as well to be heard above the noise.</p>		<p>Ss can look at the board and know needed materials, expectations for work to "do now," etc. Several students follow directions immediately, while others need to be redirected by teacher. Students are extremely talkative during the beginning of class transition. Most students respond to the quiet coyote while others require more silence cues.</p>		<p>This class is very energetic. They come in after lunch and have a hard time focusing in on their work and I have to use several signals to get them to settle. Using more wait time and bringing my own energy level down might increase focus in class.</p>		

<p>CSTP 1: Engaging All Students</p> <ul style="list-style-type: none"> • In what ways were students engaged? How were students not engaged? • How did students contribute to their learning? • How did teacher and/or students monitor learning? • How were the focus students engaged and supported throughout the lesson? 	<p>NT states today we will be learning about West African visual arts (“That’s things we see.”) NT assigns ss a quick write in G. Class. Students are to give a 4-minute response (write for 4 minutes) based on the prompts “What do you value from your own culture? What defines education in your family?” NT expands on the prompts as students are writing. What does it mean to be educated? Successful? Smart? After the quick write, NT instructs ss to complete a fan-n-pick structure reviewing previous day’s notes before starting the day’s lesson. For the lesson, NT assigns ss a group activity where each is responsible for a portion of the task. All materials needed to complete the assigned task have already been labeled at each group. Using the One Stray strategy, NT then assigns students to teach their group of their assigned topic.</p>	<p>Ss complete the quick write in Google class about their family values. Student share their responses with their group (pair share). For the Fan-n-Pick activity, ss select partners and find a space to work. Several sit in desks while others sit on the floor. At the culmination of the fan-n-pick students return to their seats and receive the one stray assignments. Working individually, students complete their assigned task using the materials provided. Most students were on task and working, while others took a few minutes and reminders to be on task. When time was up, students took turns standing and orally presenting their assigned information to their group.</p>	<p>I provided the information to students on a card on their desk. While some students struggled with this, I think this method might not be challenging enough for many students. Next time I will allot more time for the activity and have students investigate key themes using online resources.</p>
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<p>CSTP 2: Effective Learning Environment</p> <ul style="list-style-type: none"> • How did students and teacher contribute to an effective learning environment? 	<p>NT established procedures for students to follow when entering the room (materials, HW, tasks, etc.) NT had materials ready for each group to complete their fan-n-pick and one stray. NT structured her lesson and transitions so students could move easily from one activity to the next. NT utilized different types of activities to engage students (movement, partner/group work, speaking)</p>	<p>It was apparent that all students were familiar with the routines of the class, especially those for fan-n-pick and one stray, as they were able to recall all the steps when prompted by the NT. Students engaged right away with the fan-n-pick and most got started with the one stray activity.</p>	<p>We have been working hard to maintain routines and expectations in class, which has been successful. I still need to work on my student grouping to maximize the support students can give each other, rather than continuously depend on the teacher for support. This is going to keep my high-achieving students more engaged as well.</p>
<p>CSTP 3: Organizing Subject Matter</p> <ul style="list-style-type: none"> • What actions of the NT contributed to student assimilation of subject matter? • How did students construct knowledge of subject matter? • What misconceptions did students have and how were they addressed by the teacher? 	<p>NT opened lesson by asking students to recall their personal experiences with value (in their culture/family). NT then related these cultural values to those of the time period in which they were studying (in regards to visual arts). NT designed the main activity to allow students to become an expert in one area of West African art.</p>	<p>Ss quickwrites reflected on their on their own familial/cultural values. Students engaged in their own assigned task during the one stray activity. Once they became an expert on the topic they stood and shared what they had learned with their group as the other students listened and filled in their graphic organizers.</p>	<p>As mentioned before, I think I want to make this assignment more rigorous as the year progresses. AS of now, students are understanding the routines of this activity. Now that the routines are practiced, I want to increase the academic rigor by making the assignment more investigative using technological tools including, but not limited to Google Classroom, Padlet, and Nearpod.</p>

<p>CSTP 4: Learning Experiences</p> <ul style="list-style-type: none"> • How were students supported through differentiated instruction? • How did students participate? • How did the NT contribute to student learning? 	<p>NT had a variety of class activities within her lesson. Quick write (individual), Fan-n-Pick (partner with flexible seating), one stray (individual assigned, whole group share and collaboration). The one stray activity included text, artwork, and video to meet the varying needs of her students. NT provided structured notes for SpEd students with a fill in the blank template. NT circulated within the class as students were working to check on their individual progress, as well as check for class misconceptions.</p>	<p>Ss participated individual as they wrote a 4-minute answer on their quick write values activity. When transitioning to fan-n-pick, students selected a partner of their choice and moved to an area that was better suited for their needs. Students worked on their assigned one stray activity (text, video, visual, etc.). Ss worked to complete their graphic organizer and then shared orally with their group.</p>	<p>I like to include a variety of instructional methods in my class each day so that all students can feel successful. I would like to include more transformative technology beyond substitution to increase the academic rigor and reach students who enjoy using the computer rather than writing or drawing on paper. Increasing these opportunities included increasing student choice in their activity, which is something I could add to this activity in particular.</p>
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<p>CSTP 5: Assessing Student Learning</p> <ul style="list-style-type: none"> • How did students demonstrate achievement of lesson objectives? • In what ways did students struggle or demonstrate limited understanding? • What teacher actions contributed to student achievement? 			<p>My mentor did not comment on the assessment of student learning, but based on my side of the lesson and the subsequent assessments I think that students learned the information necessary to understand and pass a simple exam, but I would like them to do more with the information they learned about visual arts in West Africa.</p> <p>Students were required to finish the One Stray Activity, filling in all the questions on their graphic organizer. Since many of the answers were given to the students, students struggled to manage time. I displayed a timer on the screen and prompted my “teachers” to monitor time. Those who did not were not effective teachers, I used this opportunity to allow them to fail at this time. The drawing portion of this activity seemed to be the most successful and students showed the most understanding after drawing out the art they learned about during the activity.</p>
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Section 4: Post Observation Conference

<p>To what degree did students achieve lesson objectives?</p>	<p>During the observation I believe students achieved the objective with about 75% accuracy. While the majority of students were successful, behavior issues stopped some students from completing the objective.</p>		
<p>To what degree did focus students achieve lesson objectives?</p>	<p>Focus Student 1: English Learner</p>	<p>Focus Student 2: Student w/ILP/504</p>	<p>Focus Student 3: Your Choice</p>
	<p>Angel struggled with this lesson, even though the majority of it was visual. He is still apprehensive when it comes to English, especially in writing. He completed the activity with about 60% comprehension.</p>	<p>Abraham stated that he enjoyed the activity, especially the drawing portions. He completed his entire graphic organizer. He understood the content with 85% comprehension.</p>	<p>Gardenia completed the activity, comprehended the material with 95% accuracy. I think the activity was not challenging enough for her. She was not engaged or enthused by the activity. The drawing portion created a slight up-tick in her engagement, but I still need to find ways to challenge her in my class.</p>
<p>What would you do differently next time?</p>	<p>Next time I am going to make the activity more investigative. I like the idea of an online scavenger hunt in which students need to use resources to find the information. I also would like to make a stronger connection to the essential question and follow this lesson with more creative projects with student choice to synthesize the information learned.</p>		

<p>What were three top Lesson Strengths?</p>	<ol style="list-style-type: none"> 1. The drawing portion of the activity was a big hit. Students liked drawing and it allowed them to reflect on what they read. 2. Allowing students to practice teaching their peers is a good way for students to comprehend the information in a low-pressure setting. 3. The warm-up question asking students what defines “success” in their family allowed me to get to know my students better and eased students into the lesson by having them draw on personal experiences rather than academic information.
<p>What were three top areas for improvement?</p>	<ol style="list-style-type: none"> 1. This lesson did not include enough investigative technology. We had video and some images, but this was not rigorous enough and the technology was not transformative. 2. Noise management in a after lunch class needs to be increased. Students were excited, but not focused. 3. Student choice: students did not have choices in their activity so ownership of work was low.
<p>What are next steps?</p>	<p>Students will use the information they learned in the One Stray to create their Kente Cloth. If they are confused and do not have that information they will get individual help from me before they move on. I am going to investigate a way for students to create and design their cloth online; potentially using Google Draw or Canva. I will reinforce the essential questions so students understand the WHY behind the lesson.</p>
<p>Other Comments/Notes</p>	
Empty space for other comments/notes	
<p style="text-align: center;">All parts of this form should be transcribed (typed; not hand-written) into a single document and submitted to course instructor. Information from this POP Cycle should be summarized on the NT ILP as appropriate.</p>	