

Pre-Observation Form
Mode I – Years 1, 2, and 3
Non-Tenured Teachers

Name: Kelley Reeder School/Administrator: JBHS/Mr. Richard Burkett

Date of Pre Conference: Date/Time of Observation: 10/30/09 Period 1

Grade Level/Subject Observed: English 10 Vo-Tech

1. Briefly describe the students in this class, including those with special needs. (S II B)

This class, generally-speaking is a vocational English class. These students have never been to Vo-Tech yet, but they understand that they want to pursue careers over going to college in most cases. They are generally hardworking students that are motivated by real-world situations.

This class is very small, with only 11 students (Ann has 12. One student takes Learning Support English). Out of the class, 4 students have IEP's. All students require different accommodations, but the general accommodations include modified testing for 3 of the students and a modified grading scale used for 3 of the students. I also provide skeletal notes when taking notes in class, particularly for the student who has severe ADD. Retesting and extended time is available for most assignment for all students with an IEP except for group projects One of my students with an IEP is Autistic and this is the first time that he has been integrated into general English. This student's social skills are improving through integration with class members, but does present a certain challenge with some assignments.

The general closeness of the class, because they travel with each other throughout the day, creates a trusting dynamic and the students generally feel more comfortable with one another because of this.

2. How are the stated objectives suitable for this group of students? (S II B E)

Student objectives

- Students will be able to demonstrate knowledge of the difference between the two social classes of ancient Rome and construct an ad that distinguishes between these two classes as separate target audiences.
- Students will be able to define the three Greek persuasion techniques and design elements of advertising to exemplify these techniques within their project.
- Students will be able to delegate and organize tasks and execute a long-range plan for project completion.

The stated objectives noted above plan are suitable for this group of students for several reasons. First of all, many of the students will be running a business or at least working for a business. Organizational skills and delegation of tasks for long-term projects will help them in their future careers, no matter what field they choose to go into. Also, if students do have their own business, a general knowledge of advertising and the techniques that persuade audiences will help them in their own endeavors. Understanding the difference between target audiences and how one must differentiate between the two will help students to understand how to gear an advertisement or other piece of persuasion, whether it is speaking your opinion or writing a letter to your congressmen, to separate target audiences.

3. How do these objectives relate to curriculum integration and interdisciplinary instruction? (S II-A)

These objectives have everything to do with curriculum integration and interdisciplinary instruction, particularly since the entire project was an interdisciplinary unit in Social Studies and English. Every objective integrates a historical and English element to incorporate skills from both subject areas.

4. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (S II-A)

This project is a difficult project with very high expectations. The students are expected to rise to this occasion. One of the difficulties is the amount of time that is necessary for the project. Ms. Heckman and I have worked together to formulate enough time given in our classes so that students are able to complete the project without much outside class work. Students can choose to do the work outside of school, but ample time is given for the groups to meet.

Also, one of the difficulties of working in groups is whether one person is doing all the work for the group. To ensure that this does not happen, we have made individual group roles for each member of the team, as well as allow for an evaluation of team members' performance at the end to make sure that each member is contributing to the project.

5. How do you plan to use the results of the assessment? (S IV-D)

The results of the assessment will be used in English with persuasive writing. Students will carry the work they have done in this unit into the writing unit to ensure that they are employing quality persuasion techniques.

The results of the assessment will be used in Social Studies to recognize the influence of ancient Rome upon today's society. They must recognize such influences as the class system and our government, which are direct descendants of Rome.

Teacher comments pertaining to observation setting. List any items you might want to call to the attention of the administrator.

One team has certainly worked more diligently in the project, and the final product will most likely recognize this fact. The team that did not work as well on the project faced numerous obstacles, but these were issues that the teachers felt needed to be addressed and worked out by the students in order to learn delegation responsibilities and the value of teamwork. One team seemed to learn these lessons fairly quickly, while the other team only flourished at the end of the group working session. This will most likely be reflected in the final project.

Observational focus:

We would like to focus on the quality of the student-produced project, as well as the teamwork exemplified by Ms. Heckman and Ms. Reeder.