

Edward R. Murrow High School

DESIGNATED A SCHOOL OF EXCELLENCE BY THE UNITED STATES DEPARTMENT OF EDUCATION

ALLEN BARGE, PRINCIPAL

September 2022

TO: All Staff

FROM: Allen Barge, Natalie DeSanctis, Angela Gramegna, Dawn Hadley, Spy Kontarinis, Ryan Mills, Candis Pohl, Carlos Reyes, Huda Sami, Gayle Zeitlin

DATE: September 2022

RE: Pre-Observation Guidelines

It is the mission of Edward R. Murrow High School to **CARE** for our students. While the format of the lesson plan is up to the individual teacher, the goal of every lesson must be the same –**know every student well and to maximize student learning**. A proper lesson should include:

Instructional Objectives and Outcomes – Instructional objectives are the specific expected student learning outcomes. The skill and content objectives should be clear and determine the activities for the lesson.

- **What do I want my students to learn?**
- Which new and attainable skill(s) and content goal(s) will my students acquire through the materials, questions and activities in the lesson to prepare them for college, career, and life?
- How will students demonstrate evidence that they have learned the new content and skill(s)?

AIM - Every lesson should have an AIM (preferably elicited from the students), in the form of a question, that is aligned to the **New York State Learning Standards** in content as well as the **Common Core Standards** in skill.

- What question will I introduce that reflects the objectives/outcomes and rigorous learning that will be expected throughout the lesson?
- How can I form a critical thinking question that will foster evaluation throughout the lesson?

Motivation - A motivation creates a readiness or anticipation for what is to follow and should last between 5 and 7 minutes at beginning of the lesson.

- What can I do to garner interest in the topic or the question?
- How will I make the content relevant to the students?

Lesson Development - In this segment of the lesson, a logical sequence of learning activities should be planned in which the lesson objectives, materials, questions, tasks and student

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groupings all come together to promote student engagement and student learning; time should be allocated for critical thinking, analytical discussion and evaluative assessments.

- **What learning tasks will I plan to ensure my students meet the learning objectives?**
- What 21st century skills have I focused on developing to prepare students for life beyond Murrow?
- How will I differentiate and scaffold the activities based on the needs of my students?
- How will I include reading, writing, speaking and listening skills into my lesson?
- What materials/resources will I use to support students' efforts to meet the instructional objective?
- How will I encourage student to student interaction through discussion, strategically planned cooperative groups, and/or project based learning groups?
- What formative assessments will I use throughout the lesson to check students' understanding?

Good questioning technique – Every lesson must include key or pivotal questions that require higher order thinking skills and serve to promote dialogue among teacher and students, as well as among students.

- **What questions will I ask to engage my students in learning?**
- How do I incorporate high level questions that challenge students to justify their reasoning and respond to classmates ideas?
- How can I facilitate student-led discussions with limited teacher participation where students challenge each other's ideas and extend the discussion?
- Have I aligned my questions and prompts to correlate with the learning objectives of the lesson?

Assessment – A highly effective lesson includes formative assessments that check for understanding and includes a comprehensive final (summative) assessment.

- **How will I know my students have met the learning objectives?**
- What formative assessments will I use throughout the lesson to check students' understanding?
- How can I vary the strategies /tasks to stimulate critical thinking and check for individual student understanding?
- How can I provide high quality feedback to my students and use the students' work for future lesson planning?

Closing- A highly effective lesson should conclude with an activity that consolidates learning from all parts of the lesson. This is the application of the learning to a big picture question or scenario.

- How can my students relate or apply these learnings to a current or universal scenario at the end of the lesson?

THE NEW YORK CITY DEPARTMENT OF EDUCATION

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Classroom Environment – In an effort to know every student well, it is essential that we develop and strengthen a welcoming and affirming school environment.

- How can I implement daily relationship building practices to foster supportive and inclusive communities in my classroom and school building so that my students feel safe, affirmed, and are ready to engage in joyful learning experiences?

My definition of a good teacher has changed from “*one who explains things so well that students understand*” to “*one who gets students to explain things so well that they can be understood*” (Stephen Reinhart).

... because at Edward R. Murrow High School, we **CARE** about our students!