

Evaluation Overview
Grade: Twelfth Grade
Subject: English Honors

Evidence Notes	Implementing Instruction	Average Score
<p>The lesson began with the teacher reminding students that they were going to look at what characters have said and what theme their dialogue could represent. This will be done individually. Then as a group, you will come to consensus reading what happens and what is said and can you find an overarching idea. We will use later to see how the idea evolves and make predictions about Shakespeare's feelings. First, let's read the objective in blue on the board. The teacher calls on Jessica to read the objective. (Objective: Given an assigned character in Act from Othello, students will identify 2-3 pieces of significant dialogue and determine 1 theme. Compare and contrast and abstract ideas in order to come to consensus, 2-3 pieces of dialogue and the theme overall.) Students are reminded that the essential question is <i>How can we identify an author's tone through what isn't explicitly written?</i> It must be inferred. To model expectations for student performance, a student is directed to read dialogue from the screen and the teacher will think through BRAB to determine significant dialogue and theme. The teacher states my home is not a grange. What is a grange? A student responds, the outskirts of a city. The teacher continues to model by reminding students that back in Venice it was important to be in the city. I see him making a statement on social status. As students worked in groups, the teacher monitored, questioning students to strengthen understanding. For example, what if nothing works, what do you have to do? That is a big chunk, can you extract some significant dialogue? To check for mastery, students completed a LIA, noting one piece of new learning, interesting piece of the lesson, and application beyond the lesson. The teacher also circulated during group and individual activities, checking for understanding.</p>	Standards And Objectives	3

<p>The teacher did establish an opportunity for students to explore the text during individual and group work. As students worked in small groups to identify significant dialogue relative to specific characters, the teacher also reinforced effort. She states, “Nice.” “Good job, Keifer.” “You interpreted too, Good job!” “I hate interrupting you; you guys are talking so good!” “When text is taken away, it's hard, I'm glad you brought your book.” “We will hold off till Wednesday, because I feel you need more discussion.” Prompting and support were provided to students as they identified significant dialogue for assigned characters. The teacher did allow for a student connection of the dialogue to conversations in modern society. Students felt that Brab was considering revenge and talking ‘smack’. However, students did not independently make personal connections to the dialogue as the lesson progressed. There was also an instance where a group was shut down in their thinking as the teacher stopped conversation with students to call a 1 minute time extension. Students were provided with the option to choose the character that they wanted to use for the activity. as the teacher stopped conversation with students to call a 1 minute time extension. Students were provided with the option to choose the character that they wanted to use for the activity.</p>	<p>Motivating Students</p>	<p>3</p>
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<p>The visual that established the purpose of the lesson was noted on the board. This included the objective as well as essential question that provided direction for the task students would accomplish. The teacher modeled expectations for performance as she talked through dialogue to identify an overall theme for the assigned character BRAB. An internal summary of what students will actually do in their groups was provided in the power point presentation. The teacher provided students with examples and illustrations of the abstract nouns and text dialogue to infer the theme. The teacher also used the labels for abstract nouns that can be used to explain a particular theme. The teacher modeled examining dialogue from the character (i.e., BRAB-My spirit my place have in it power, this is Venice my house is not a grange). The teacher modeled for students what language the character used and Why?, she believed it represented the theme of the text (i.e., Grange, a place in society, Venice is inside the city representing a place in society, a place of influence representing class or social status.) Through modeling her thinking of deconstructing the text the teacher modeled her performance expectations for the lesson's objective. The teacher provided students with concise communication through connecting the tone of the characters and making inferences about the dialogue can lead students to multiple themes for a specific act. The teacher's use of deconstructing text to what it means to her or students personally also demonstrated logical sequencing and segmenting to arrive at the theme. She provided students with connections to the characters tone to make inferences and the use of abstract nouns to express the theme providing all essential information.</p>	<p>Presenting Instructional Content</p>	<p>4</p>
<p>The lesson began promptly with a review of what they discussed earlier in previous lessons (i.e., she stated that she wanted to talk to them about Othello and the characters they have read about and examined. The teacher explains how she wants them to see how they can use the characters to see what the characters are saying when reading fiction to be able to make inferences about the theme of the drama or other fiction, and in drama we have dialogue, we look at what the character has said and what theme their dialogue represents. In the middle of the lesson the teacher moves to whole group instruction with a model of how to deconstruct dialogue from text to determine the theme (i.e., BRAB-My spirit my place have in it power, this is Venice my house is not a grange). The teacher then allows students to practice independently where the group</p>	<p>Lesson Structure and Pacing</p>	<p>3</p>

<p>chooses a character and identifies text dialogue to deconstruct and identify the theme. The teacher then brings whole group back and allows students to report their character and the theme they represent. Students share themes (i.e., truth, ignorance) Through this first independent activity students work together to deconstruct as a group providing appropriate pacing for students who are not yet ready to deconstruct or examine text on their own. The teacher then transitions students to their final activity of reading the play whole group and selecting 2 to 3 pieces of text dialogue to examine and identify the themes independently. Little instructional time is lost as students are provided with 10 minutes for oral reading of highlighted most significant pieces of dialogue text from acts 1-5. She then allows them to exchange papers and whole group report out their themes. The students are able to report themes only not dialogue. The teacher explained to students they will have a discussion around dialogue the next time they meet on Wednesday that represents 5 acts of dialogue from Shakespeare and helps identify the theme. The lessons closure allowed students to complete a (LIA)which represents new learning, interpreting a piece of the lesson and tell how it can be applied beyond the lesson.</p>		
<p>The group activities of choosing a character and deconstructing 2 to 3 significant pieces of dialogue to infer the theme supports the lesson's objective and elicits a variety of thinking. The teacher challenged students by asking them to read ACTs from Othello and to deconstruct dialogue from characters. Group activities were organized to allow for student-to-student interaction as they discussed which dialogue to use and how it led to an understanding of the theme. The teacher induced curiosity and suspense by allowing students to only select one specific character and dialogue from the text to deconstruct and examine. Students had the option to identify a theme different from that of their group members. She also encouraged students by asking, "Is that the only right answer?" Students were then led to compare and contrast themes to analyze for relationships. The teacher provided students with choices by allowing them to select their own characters and the dialogue that was significant to them. The texts and tasks were appropriately complex because they required students to first make sense of the text and then to infer meanings from the text. Group settings allowed for conversation with peers to aid in the process. The teacher fostered time for reflection at the end of the lesson by asking students to complete an LIA, noting a piece of new learning, an interesting piece of the lesson, and the application of new learning beyond the lesson.</p>	<p>Activities and Materials</p>	<p>3</p>

<p>The teacher used questions throughout the text providing students with some varied questions. In the beginning of the lesson the teacher asks students what would be significant about a character? She then asks students to discuss what they know about the characters through the dialogue? The teacher asks students questions later in the lesson such as, how are the two themes, ignorance and truth related?</p>		
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<p>The teacher asked questions that were varied and supported students' progression through the lesson. They were sequenced with attention to the instructional goals and required mostly whole group and individual responses. She asked: "What does that mean?" "When looking at that, what do you have to consider too?" (comprehension) "What other pieces do you see?" "What do they have in common?" "Would the text mean something different if not on her death bed?" (analysis) "What could be a common theme?" "Is that the only right answer?" "How are they related?" (evaluation) Students also asked questions as they were progressing through the deconstruction of their character's dialogue: "What would be another word for someone who is two-faced?" "Would a movie show the sliminess of the character?" Students were grounded in text evidence because students were required to utilize their character dialogue choices to identify a theme. The teacher called on volunteers and non- volunteers.</p> <p>However, at times, the teacher provided guidance and correct responses by the way the question was asked ("Are you going to read, I am angry?"; "Significant: what does that mean- are you going to throw synonyms at me?"; "What kinds of nouns- are they people?"). There were also times where the teacher provided correct responses to students by giving verbal clues (Idea vs message: "what is the theme? T-mmmm...." Ss- moral; "are you thinking this is the overall ideaaaaa...?"- teacher stretches the question to suggest a specific answer; "character trait or some other kind of ffffff..... Ss- flaw).</p>	<p>Questioning</p>	<p>3</p>
<p>The teacher provided academically focused feedback as she monitored small groups and several instances in whole group: "Still debating? "Tell me what the error is here." "I like how you did that- you pulled a piece out of a larger chunk of text." "When looking at that, what do you have to consider also?" "How would you put that into a theme for that part?" "If your theme doesn't work, think outside the box." "Read them aloud. Remember I said that we are listening." "These say the same."</p> <p>The teacher did circulate throughout the lesson and monitored group work. The teacher did adjust lesson time by 1 minute based on student engagement with the content. The teacher also adjusted the activity to share expectations to allow for continued discussion during the next class period. There was no evidence or opportunity provided for students to give feedback to one another.</p>	<p>Academic Feedback</p>	<p>3</p>

<p>Students worked in groups of four to deconstruct text dialogue and develop themes around the text. There was no evidence of group roles or of the thought for grouping arrangements. Students selected characters and decided upon significant text collectively to identify the theme of a specific ACT from the play. This supported student understanding about character dialogue and its impact on determining theme. Students understood that each person was responsible for reading and identifying the significant text dialogue and development of the theme individually. In the second group activity students selected characters, read aloud, and developed themes individually and then came to a consensus on the theme. Although students knew what the group activity required, individual accountability within the group was not evidenced. The composition of the group varied in each group as evidenced by their oral reading, discussions, and responses.</p>	<p>Grouping</p>	<p>3</p>
<p>The teacher demonstrated accurate knowledge of Shakespeare's Othello, as well as the elements needed to teach students theme (i.e., making inferences tone, deconstructing dialogue, characters influence on the theme of the text). The teacher implemented the subject specific strategies of developing abstract nouns that represent ideas relative to theme. The teacher highlighted the relationship between the characters dialogue in drama and fictional pieces and the theme. The teacher also used the characters dialogue in Shakespeare's play to further connect to his use of their words to exhibit the multiple themes often identified in drama.</p>	<p>Teacher Content Knowledge</p>	<p>4</p>
<p>The teacher displayed understanding of students anticipated learning difficulties through modeling dialogue from ACT 1 of the play and how students should think through deconstructing dialogue and making inferences from the character to identify this ACT's theme. This is also demonstrated by scaffolding the discussion of particular characters throughout the lesson to assist students with finding significant lines from the dialogue that gives insight to the characters. The teacher incorporates student interests by allowing them to choose the character they were most interested in to deconstruct. However, there was no evidence of incorporating student's cultural heritage. The teacher used the two separate group activities (finding a specific character and examining dialogue to discover them & oral reading of dialogue from text to determine the character and 2 to 3 significant pieces of text from the character to compare & contrast to earlier themes) to differentiate the lesson. This provided students with differentiated instructional methods and content to provide an opportunity for students to master the lessons objective and what was being taught. The teacher was able to differentiate feedback and support during group work, and students were also provided with the opportunity to talk through dialogue choices before sharing whole class or with the teacher.</p>	<p>Teacher Knowledge of Students</p>	<p>3</p>

<p><i>Generate a Variety of Ideas</i> The teacher provided students an opportunity to generate a variety of ideas throughout the lesson's activity. During the independent group practice students selected characters from the play and examined the dialogue to gain insight into the character and his/her influence on the theme of each ACT. The teacher allowed students to deconstruct dialogue from the characters to arrive at a theme for a specific ACT.</p> <p><i>Analytical Thinking</i> The teacher allowed students to employ analytical thinking (compare and contrast) themes and explain what words (dialogue) contributed to the theme. The students began to compare and contrast themes that their individual groups developed based upon the character and his or her words (dialogue) in whole group. The teacher used BRAB to model the expectations for this analytical process. There was no confusion as to how students were to deconstruct the dialogue.</p>	<p>Thinking</p>	<p>3</p>
<p>Drawing Conclusions/Justifying Solutions The students were able to draw conclusions (inference) through analysis of the character's dialogue for specific traits that further led to a discussion of the character's influence over the theme of the ACT. Students discussed the themes in whole group and justified the theme by providing dialogue that contributed to the identified theme.</p> <p>Generating Ideas The students generated an idea for a theme in the first activity for specific significant dialogue and in the second activity students came to a consensus on what the theme was for a specific ACT based on the themes they had identified in the earlier group activity. The teacher directed, "Determine the three most significant pieces and review the themes at the top of each page and come to a consensus on the theme."</p> <p>Identifying/ Relevant /Irrelevant Information Students had to select significant dialogue from Othello and narrow text choices down to 2-3 examples for sharing whole class. Students were guided to choose significant dialogue that expressed the character's traits and that contributed to an inference about the theme of the ACT. Students were also asked to reach a consensus on the most appropriate theme based on all themes shared within their group.</p>	<p>Problem Solving</p>	<p>4</p>