

## School District 2's Teacher Observation

*A record of classroom observation that aligns with the School District 2 Teacher Effectiveness Model*

**CMC—Classroom expectations, structure, protocols, and routines well established and mutually understood.**

Observed: 80%

Not observed: 20%

**CMC—Teacher is prepared for class. Material and supplies are present. Routines are established for the distribution and collection of materials and supplies.**

Observed: 100%

**CMC--There is focus on/ enthusiasm for learning in the classroom. Opportunities exist for students to show what they've learned whether in presentations or in Q and A.**

Observed: 100%

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**SECC—There is academic dialogue between the teacher and the students and among students.**

Observed: 100%

**SECC—Classroom discussions, assignments, and/or activities connect to real world issues.**

Observed: 60%

Not Observed: 40%

**SECC—Student interests, needs, and talents are considered in assignments and activities.**

Observed: 80%

Not observed: 20%

**SECC—Through their questions and work students appear to understand the purpose and importance of the assignment as it relates to learning targets.**

Observed: 100%

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**CKLT—The lesson aligns with State standards. The learning target aligns with the lesson. Students understand the target of their learning.**

Observed: 100%

**CKLT—Student appear to have had a voice in the development of the learning target. It is written or stated language they understand.**

Observed: 100%

**CKLT—Students can provide evidence of their own learning and understanding.**

Observed: 100%

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**DA—Instruction is designed and delivered with all students in mind. It is appropriately rigorous. The teacher employs a variety of instructional strategies.**

Observed: 80%

Not observed: 20%

**DA—The teacher formally or informally checks for student understanding and adjusts accordingly.**

Observed: 80%

Not observed: 20%

**DA—There is evidence that the students are progressing.**

Observed: 80%

Not observed: 20%

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**TT—The teacher chooses appropriate tech to convey the tenets of the learning target.**

Observed: 80%

Not observed: 20%

**TT—Tech is in the hands of the teacher and is appropriately and effectively used.**

Observed: 40%

Not observed, but evidence present: 40%

Not observed: 20%

**TT—Tech is in the hands of the students and is appropriately and effectively used.**

Observed: 60%

Not observed: 40%

**TT—Students are using tools and tech to achieve outcomes that may not have been possible without those tools and/or tech.**

Observed: 60%

Not observed: 40%

CMC: classroom management and culture

SECC: student engagement and classroom climate

CKLT: content knowledge and learning targets

DA: differentiation and assessment

TT: tools and technology

# HIS Teacher Observation

2020-2021

The respondent's email address ( [REDACTED] ) was recorded on submission of this form.

MM DD YYYY

11 / 12 / 20

Teacher Name \*

[REDACTED]

CMC-- Classroom expectations, structure, protocols, and routines well established and mutually understood. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

CMC-- Teacher is prepared for class. Materials and supplies are present. Routines are established for the distribution and collection of materials and supplies. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

CMC-- There is a focus on/ enthusiasm for learning in the classroom. Opportunities exist for students to show what they've learned whether in presentations or in Q and A. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

CMC Comments--

Cheerful attitudes throughout the room at the start of lessons. Praise and feedback was offered. Students transitioned well to small group instruction.



SECC-- There is academic dialogue between the teacher and students and among students. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

SECC-- Classroom discussions, assignments, and/or activities connect to real world issues. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

SECC-- Student interests, needs, and talents are considered in assignments and activities. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

CC-- Through their questions and work, students appear to understand the purpose and importance of the assignment as it relates to learning targets. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

SECC Comments--

Appropriate rigor was facilitated. Even though students may have been unsettled through lesson, systems were in place to relieve their fidgets, ticks, etc  
Timers were used to keep pace and keep the flow of the classroom going. Aides facilitated support for individual learners.

CKLT-- The lesson aligns with State standards. The learning target aligns with the lesson.  
Students understand the target of their learning. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

CKLT-- Students appear to have had a voice in the development of the learning target. It is written or stated in language they understand. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

CKLT-- Students can provide evidence of their own learning and understanding. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

CKLT Comments--

Students used task cards, Velcro boards and pencil/paper tasks to present instruction based upon ability and need.



DA-- Instruction is designed and delivered with all students in mind. It is appropriately rigorous. The teacher employs a variety of instructional strategies. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

DA-- The teacher formally or informally checks for student understanding and adjusts accordingly. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

DA-- There is evidence that students are progressing. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

DA Comments--

Students placed numbers in order least to greatest, added two digit numbers with/without regrouping. Teacher facilitated three different lessons at one time. All but one student participated in small group math instruction.

How does the one student that "does this daily during math" typically accomplish the math tasks? What other resources or strategies would be helpful? \_\_\_\_\_

TT-- The teacher chooses appropriate tech to convey the tenets of the learning target. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

TT-- Tech is in the hands of the teacher and is appropriately and effectively used. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

TT-- Tech is in the hands of the students and is appropriately and effectively used. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class



--- Students are using tools and tech to achieve outcomes that may not have been possible without those tools and/or that tech. \*

- Featured
- Observed
- Not observed, but evidence present
- Not observed
- Not applicable to this class

TT Comments--

Tech Currently is used in a reward format and in future opportunities will be incorporated with Unique/EdMark learning platforms.

Observer-- \*

- [REDACTED]
- [REDACTED]

This form was created inside of [REDACTED]

Google Forms





## **HIS Walk-through Feedback**

**Date:** 1/21/2021

**Teacher:** [REDACTED]

**Class Period:** 6

**Learning Target/Student Friendly Outcome(SFOs):** Sink vs float

**Student Engagement:** Enthusiastic atmosphere, conducive to learning, Collaborative Activities, Physical Movement, Real World Connections

**Formative/Summative Assessments:** Turn and Talk/Think Pair Share/Partner Clacks, Feedback/Reflection

**Differentiated/Tier 2 Instruction:** Individual Assignment, Group Assignment

**Innovation and Technology:** Not observed in this lesson.

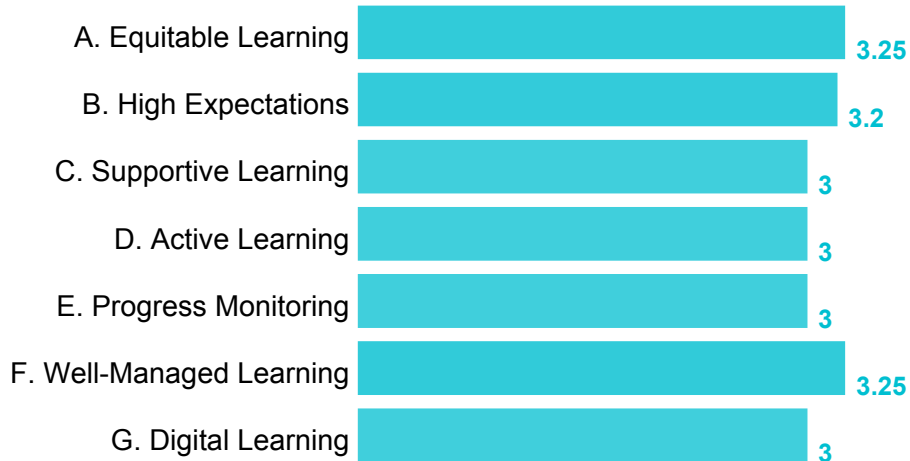
**Classroom Management:** Teacher monitors student behavior

**Wows! and Glows!:** Students working on objects that float vs sink. [REDACTED] walked around room and found objects to see what would float.

**Opportunities for Growth:** N/A

**Observation Details**

Course: English  
 Subject: Language Arts  
 Grade: 1  
 Segment: Beginning, End, Middle  
 Instructor: [REDACTED]  
 Date: 2020-12-03    Start Time: 08:06 AM    End Time: 08:43 AM



**A. Equitable Learning** -

1. Learners engage in differentiated learning opportunities and/or activities that meet their needs 3  
Notes: S working on letters and letter sounds. T went through letters and sounds w/ S then letters and sounds repeated in video.
2. Learners have equal access to classroom discussions, activities, resources, technology, and support 4  
Notes: S worked 1:1 w T. S had access to letters and sounds on page. S seated in front of screen to watch video on letters and sounds.
3. Learners are treated in a fair, clear and consistent manner 3  
Notes: T repeated directions and target of lesson throughout lesson.
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions 3  
Notes: Prompting and reminders given to S req'd S to show respect for T and aides. S was cooperative and responded to adults when directed.

**B. High Expectations** -

1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher 3  
Notes: S able to comprehend and follow directions. S said and repeated letters and sounds when prompted by T and video.
2. Learners engage in activities and learning that are challenging but attainable 4  
Notes: T planned appropriate activities for S that align w S goals. S able to pronounce letters, sounds, and examples.
3. Learners demonstrate and/or are able to describe high quality work 3  
Notes: T observed modeling. S observed saying letters, sounds, and words correctly.
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) 3  
Notes: S applied knowledge of letters and sounds to examples given by T and video.
5. Learners take responsibility for and are self-directed in their learning 3  
Notes: S able to return to lesson following breaks. S able to work in order to receive breaks.

**C. Supportive Learning** -

1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful 3

Notes: S observed being engaged in lesson. Lesson activities were appropriate. T established positive learning environment.

- |   |   |
|---|---|
| 2. Learners take risks in learning (without fear of negative feedback)  | 3 |
| Notes: S able to make mistakes and correct mistakes with positive reminders and redirection from T.                     |   |
| 3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks | 3 |
| Notes: T encouraged S participation throughout the lesson. S comfortable asking for help, breaks, etc...                |   |
| 4. Learners demonstrate a congenial and supportive relationship with their teacher                                      | 3 |
| Notes: T/S interactions were respectful. T able to provide help to S, S accepted help from T.                           |   |

## D. Active Learning -

- |   |   |
|---|---|
| 1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate  | 3 |
| Notes: All conversations on topic between T and S.  |   |
| 2. Learners make connections from content to real-life experiences  | 4 |
| Notes: T used examples w/ S that S was familiar with. Video used common words. S able to sound out and repeat common words.                     |   |
| 3. Learners are actively engaged in the learning activities   | 4 |
| Notes: S willingly participated in each segment of the lesson. T modeled for S different hand and body motions for letter sounds and syllables. |   |
| 4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments                                  | 1 |
| Notes: Not observed.  |   |

## E. Progress Monitoring -

- |   |   |
|---|---|
| 1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored   | 3 |
| Notes: Timer used for S to know when to start and stop working.   |   |
| 2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work   | 3 |
| Notes: S answered Qs from T and from video. S able to sing along to songs in video on syllables and sounds. S able to make corrections orally when prompted by T. |   |
| 3. Learners demonstrate and/or verbalize understanding of the lesson/content  | 3 |
| Notes: S provided answers both orally and with movement.  |   |
| 4. Learners understand and/or are able to explain how their work is assessed  | 3 |
| Notes: S understood what was asked of him. Oral answers and body movements demonstrated knowledge of how S is assessed.   |   |

## F. Well-Managed Learning -

- |   |   |
|---|---|
| 1. Learners speak and interact respectfully with teacher(s) and each other  | 3 |
| Notes: All T/S interactions were respectful throughout the lesson. All interactions between S and aides were also respectful.                 |   |
| 2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others                      | 3 |
| Notes: S responded to timer, verbal, and physical prompts. T was clear on procedures and expectations throughout lesson.                      |   |
| 3. Learners transition smoothly and efficiently from one activity to another  | 3 |
| Notes: Timer used to transition between activities. S moved quickly through breaks and activities.  |   |
| 4. Learners use class time purposefully with minimal wasted time or disruptions   | 4 |
| Notes: Sufficient breaks built in for S. Instructional time used effectively. Appropriate time given to each activity from T and from videos. |   |

## G. Digital Learning -

- |   |   |
|---|---|
| 1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning                       | 3 |
| Notes: Videos and activities on screen were interactive. S participated in all activities.                              |   |
| 2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning | 3 |
| Notes: Videos and computer slides req'd S to solve problems/answer Qs when prompted.                                    |   |

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3. Learners use digital tools/technology to communicate and/or work collaboratively for learning  
Notes: S communicated through responses to Qs from video and computer slides.

## **HIS Walk-through Feedback**

**Date:** 9/3/2020

**Teacher:** [REDACTED]

**Class Period:** 7

**Learning Target/Student Friendly Outcome(SFOs):** Journal entry warmup

**Student Engagement:** Note taking/Interactive Notebook, Real World Connections

**Formative/Summative Assessments:** Feedback/Reflection

**Differentiated/Tier 2 Instruction:** Individual Assignment

**Innovation and Technology:** Not observed in this lesson.

**Classroom Management:** Teacher monitors student behavior

**Wows! and Glows!:** Students were responding to a journal prompt: You are in a pet store looking at all of the animals. Suddenly, an animal starts to talking to you. What animal do you talk to and what happens next. Teacher set a timer to monitor and facilitate time allotment. When students asked for help, teacher encouraged students to "look back" in past journals to help with spelling and use their resources.  
**Side note:** I love the 0-4 stages of formative assessment.

**Opportunities for Growth:** N/A

## HIS Walk-through Feedback

Date: 2/23/2021

Teacher: 

Class Period: 7

Learning Target/Student Friendly Outcome(SFOs): I can use correct format with titles.

Student Engagement: Note taking/Interactive Notebook

Formative/Summative Assessments: Handouts

Differentiated/Tier 2 Instruction: Individual Assignment, Direct Instruction

Innovation and Technology: Students using technology for individual assignments

Classroom Management: Teacher monitors student behavior, Expectations are unclear

Wows! and Glows!: Every Student was asked to read their journal entry "In your opinion, what is the best day of the week? Why?"

Students then transitioned to the lesson for the day. Teacher passed out notes/handouts for student guidance. Teacher provided direct instruction using whole group strategies.

I appreciate that you called on a variety of students to help.

Students eliminated what didn't belong/make sense. This is a good testing strategy. Praise was offered for correct answers. Teacher asked students to "go back and check work" when incorrect responses.

Thank you for encouraging them to focus and give best. Continue to hold high expectations and follow through with consequences/repercussions.

Opportunities for Growth: Question1 : How do you know they have completed their journal? Do you have specific expectations(like 3-5 sentences, Capitalization/punctuation, topic focused,etc)

Question 2: I know we've discussed protocols for classroom management. Continue to encourage students to raise their hand or have a talking stick rather than blurt out or ask you to change your process("I want to read it"). This will keep students from becoming distracted or off task). Journal time seemed to be somewhat distracting for most. I didn't know if you were still doing the clip up and down method or marble method. Utilize what you've started throughout the lesson. This gives them quick feedback on appropriate behavior.

## **HIS Walk-through Feedback**

**Date:** 10/27/2020

**Teacher:** [REDACTED]

**Class Period:** 6

**Learning Target/Student Friendly Outcome(SFOs):** I can divide a fraction by a fraction.

**Student Engagement:** Note taking/Interactive Notebook

**Formative/Summative Assessments:** Turn and Talk/Think Pair Share/Partner Clocks, Feedback/Reflection

**Differentiated/Tier 2 Instruction:** Direct Instruction

**Innovation and Technology:** Teacher is modeling appropriate use of technology.

**Classroom Management:** Teacher monitors student behavior

**Wows! and Glows!:** Students reviewed strategy of "Keep, Change, Flip". Teacher modeled exemplars. As student behavior was off task, teacher corrected and redirected as needed. Teacher asked for student help when scaffolding problems. Students were encouraged to utilize their resources and adequate wait time was given in between questions. I appreciate you encouraging your classroom protocol of "raising your hand". Teacher roamed desk to desk to offer support.

**Opportunities for Growth:** N/A