

## Implementing the Plan - Observation

### Observation Evidence and Feedback Form

**Educator:** Ms. U  
**Observation Date:** 2/12/2013  
**Start Time:** 11:15 AM  
**End Time:** 11:45 AM

**Class:** Guidance Counselor  
 Announced   
 Unannounced

<b>Standard: II. Teaching All Students</b>	
<b>Indicator: II-D. Expectations</b>	
<b>II-D-1. Clear Expectations</b>	
Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	
<b>Evidence</b>	<b>Feedback</b>
Over the last two weeks I have observed Ms. U's work with a student that was referred to in her most recent prior evaluation. Since Ms. U began working with this student the student has been present 9 of the past 10 school days. The student has made all appointments for support services. During the work with this student Ms. U made sure that she maintained constant pressure on all parties involved in order to resolve the issue in a timely manner.	Ms. U established clear expectations for student attendance. She communicated these to the students and provided helpful ways for this student in particular and other students to meet her expectations. For example, the expectation was not just student attendance but also attendance in all support services. Ms. U's contributions have meaningfully contributed to improving the 8th grade attendance rate.

<b>Standard: III. Family and Community Engagement</b>	
<b>Indicator: III-A. Engagement</b>	
<b>Element: III-A-1. Parent/Family Engagement</b>	
Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.	
<b>Evidence</b>	<b>Feedback</b>
Ms. U was on the phone with someone from UAspire in an effort to gather information for the USA guidance team about the upcoming event on Friday. She and her team planned to go into classrooms right at the end of the period and again at the start of the next period to tell students about the event, give out flyers, and encourage them to come.	Ms. U works with her SLC guidance partner and intern to plan initiatives to reach out to students. She will always "pick up the phone" with BPS central office or partner organizations, as in this observation, to try to track down information, and she often shares it with our guidance team. She also works with English teachers to identify time to push into their classes to convey information and hype up upcoming events.