

Implementing the Plan - Observation

Observation Evidence and Feedback Form

Educator: Ms. A Observation Date: 1/10/13 Start Time: 10:30 AM End Time: 11:20 AM	Class: Science Announced <input checked="" type="checkbox"/> Unannounced <input type="checkbox"/>
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Standard: I. Curriculum, Planning & Assessment	
Indicator: I-B. Assessment	
I-B-1. Variety of Assessment Methods	
Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards	
Evidence	Feedback
<p>During the lesson observed, Mrs. A asked the class near the end of the period, "What does this say about the pressure here? And here?" Most students responded incorrectly.</p>	<p>Bernoulli's principle is counterintuitive (because one would expect that if the speed increases that the pressure would also increase--but the pressure decreases), so it is understandable that students would have a difficult time learning it. Because Mrs. A's lesson included multiple parts, she could pause to have students do a quick write (1-3 minutes) in which she asks them about the relationship between speed and pressure in each demonstration so that she can both engage individuals in thinking about what the demonstration teaches them about Bernoulli's principle and also so that she can assess their learning throughout the period.</p>

Standard: I. Curriculum, Planning & Assessment	
Indicator: I-A. Curriculum and Planning	
I-A-4. Well-Structured Lessons	
Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	
Evidence	Feedback
<p>Mrs. A designed a lesson that showed multiple examples of Bernoulli's principle, including with a card, river, hose, candle, and balloon. Some of the demonstrations were on the Smartboard and others were "live" demonstrations with these props. On the Smartboard, Mrs. A used a program that showed the principle and also the science behind the principle (amount of pressure, for example).</p>	<p>By developing a lesson that demonstrated the scientific content in several ways, Mrs. A gave students multiple ways to see the principle (Bernoulli's) applied. The pacing of the lesson was appropriately quick, and the demonstrations were engaging. Mrs. A also used technology effectively by using the science apps that demonstrated the concept.</p>

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Standard: II. Teaching All Students	
Indicator: II-D. Expectations	
II-D-1. Clear Expectations	
Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	
Evidence	Feedback
At the start of the class period, Mrs. A said, "I'm going to come around twice. The first time I come around- I'm going to check your homework. The second time- I'm going to check your do-now." Mrs. A repeated these instructions again two minutes later." Students all completed the do-now and all had their homework on their desks.	By using this procedure of checking the homework and then the do-now at the start of class, Mrs. A has developed a routine that is very clear to students. Students know exactly what is expected of them, and they all did exactly what they were supposed to.
Standard: II. Teaching All Students	
Indicator: II-B. Learning Environment	
II-B-1. Safe Learning Environment	
Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	
Evidence	Feedback
Mrs. A said to Christian, "Are you okay?"	By checking in with students personally and showing concern for their well-being, Mrs. A is working to create a safe environment.
Standard: II. Teaching All Students	
Indicator: II-D. Expectations	
II-D-2. High Expectations	
Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	
Evidence	Feedback
As Mrs. A walked around the classroom and checked homework, she said to Brandon, "You are doing an awesome job, thank you." Mrs. A then announced that 100% of the class had completed their homework.	Mrs. A uses strategies that reinforce to students that effective effort leads to learning. She encourages them as she did in this observation, and she also holds them accountable and provides quick feedback (checking homework daily). Mrs. A has built a strong academic culture.

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Standard: II. Teaching All Students	
Indicator: II-A. Instruction	
II-A-3. Meeting Diverse Needs	
Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	
Evidence	Feedback
Mrs. A included multiple demonstrations of Bernoulli's principle, including "live" demonstrations and ones on the Smartboard.	By demonstrating the principle using multiple modalities (visual, tactile), Mrs. A addressed differences in learning styles and interests. By doing this, Mrs. A increased the likelihood that students would find one or more examples that help them understand the difficult concept.