Implementing the Plan - Observation

BPS OFFICE OF EDUCATOR EFFECTIVENESS

Observation Evidence and Feedback Form

Educator: Ms. B
Observation Date: 12/18/12
Start Time: 11:20 AM
End Time: 12:10 AM

Class: ELA
Announced ☑
Unannounced ☐

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
Ms. B's objective that was posted on the marker board was: *Students will learn about the concept of round characters.* In the last five minutes of class, the observer asked five students what "round characters" means/are. Their responses were: 1. Boy said, "I'm not sure." 2. A boy said, "I don't know." 3. A girl said, "I don't know." 4. A girl said, "She wants us to think about what characters are." 5. Christopher said, "When they are realistic, and the con."	All of the students' responses reflected that by the end of the lesson they did not understand what round characters are. The lesson objective is vague and hard to measure. One revision for the objective might be "Students will be able to describe the 4 characteristics of round characters." By aligning lesson activities to the describing aspect of this objective, you can reinforce student characteristics and promote student learning.

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
Two girls had their heads down from 11:40 - 11:55. At 11:55, Ms. B asked one girl to pick up her head. The 2nd girl kept her head down. 2nd girl picked her head up at 12:02.	Your expectations for student effort and behavior were not clear, because they were not the same for all students. One solution is to say, "All students should have their heads up" instead of asking students to sit up individually. You should also scan the classroom as you are communicating expectations. It seemed like you asked one student to sit up because she was in your direct line of sight, if you scan the room you will see all the students who are not meeting your expectation.

Implementing the Plan - Observation

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
Three students in the class had completed the homework. Ms. B said, "Well, I'm disappointed, but you have to keep on with your academics."	You should develop a few target strategies for increasing students' homework completion. The first step is to set a high expectation that X # of students will complete X % of assignments. The next step is to plan a few incentives and ways to reinforce the high expectation. I suggest checking in with the grade-level team, to see if there are strategies that have been successful in other classes with the same students.

Standard: II. Teaching All Students	
Indicator: II-A. Instruction	
II-A-2. Student Engagement Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	
Evidence	Feedback
Ms. B passed out a do-now to students outside her classroom door as they entered.	By welcoming students at the door and giving them the do-now immediately, you ensured that students could begin engaging in classwork as soon as they began class.