

Implementing the Plan - Observation

Observation Evidence and Feedback Form

Educator: Mr. C

Observation Date: 12/06/2012

Start Time: 12:40 PM

End Time: 12:50 PM

Class: Grade 5 Math

Announced

Unannounced

Standard: II. Teaching All Students	
Indicator: II-A. Instruction	
Element: II-A-1. Quality of Effort and Work Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	
Evidence	Feedback
Mr. C's instruction was characterized by the use of visuals (he had a dry erase board here he was writing the problem) and supports, like the number line for the students who were not advanced. Mr. C used questions like, "Can you think of one way you could show .2 on the paper?" and he also said, "I know you guys know how to solve the problem, but I want you to show how you solved it."	You had several supports in the lesson that made the content accessible to all your students. I particularly liked the types of questions that you were using with your students. You prompted your students to think about the problem and then bring their knowledge of how to solve on to the paper. In this very short time frame, I was able to observe evidence of your expectation for the quality of your students' work and the supports that you put in place to help make this happen. Great job!

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
This was a very short observation during which Mr. C was teaching a group of about 5 students how to divide an equation with decimals (38.4/12). Mr. C mentioned that he had heard their request for more challenging material and that's why they were working on this problem. The other students, who were not at the table with Ms.Y, were working on completing word problems with decimals. Their papers had a number line on the paper to help them figure out the solution.	My apologies for not being able to stay longer!! However during this very short period of time, I was able to observe how you differentiate instruction for your students. In previous observations of your instruction I noted that instruction was modified only for struggling students, but this time you were teaching more challenging material to the students who were ready. I could see the other students were also working with decimals, but their problems were simpler and had support such as the number line. Great job differentiating!