

Implementing the Plan - Observation

Observation Evidence and Feedback Form

Educator: Mrs. D
Observation Date: 10/24/12
Start Time: 11:33 AM
End Time: 11:48 AM

Class: Science
 Announced
 Unannounced

Standard: I. Curriculum, Planning and Assessment

Indicator: I-B. Assessment Indicator

Element: I-B-2. Adjustments to Practice

Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements.

Evidence

When Mrs. D was showing students how to solve an equation, she showed them a math strategy that seemed new for many students.

Feedback

By doing this, Mrs. D did two important things: 1) As a Science Teacher, she took responsibility for teaching math, which shows that she anticipated a math skill students might need to learn and review in order to solve the science problem. 2) Mrs. D also showed students that there are multiple ways of solving problems, and she encouraged students to use the strategy that worked for them. A few students said, "Oh, I'm going to use this one." This is a strong example of adjusting practice to meet students' needs, regardless of discipline.

Standard: II. Teaching All Students

Indicator: II-A. Instruction

Element: II-A-1. Quality of Effort and Work

Consistently defines high expectations for quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics and guided practice.

Evidence

A student said, "I don't understand." Mrs. D responded, "Of course you don't understand, I didn't finish explaining it yet. You shouldn't understand yet. Let's figure this out together."

Feedback

By saying this, Mrs. D honored the student's confusion and assured her that she would understand after she had heard the full explanation. This comment could contribute to creating a classroom environment that encourages students to persevere and support each other in developing understanding together- by listening to the lesson and then asking questions if they don't understand.

Implementing the Plan - Observation

Standard: II. Teaching All Students	
Indicator: II-A. Instruction	
Element: II-A-2. Student Engagement	
Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	
Evidence	Feedback
Mrs. D explained that she would go around the room, beginning in the back, asking students to collectively solve the problem: "What is the scale factor if $x = 2$ inches and $1 = 4$ inches?"	By calling on every student, Mrs. D effectively engaged the entire class in solving the problem- rather than asking for volunteers, which can often lead to only hearing from students who understand the content and not engaging those who don't understand. By doing this, Mrs. D used an instructional practice that engaged all students and held all students to high standards.