

Implementing the Plan - Observation

Observation Evidence and Feedback Form

Educator: Mr. E

Observation Date: 11/13/2012

Start Time: 9:07 AM

End Time: 9:29 AM

Class: Writer's Workshop

Announced

Unannounced

Standard: II. Teaching All Students

Indicator: II-A. Instruction

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

Mr. E conducted group writers' conferences. He would read the students' work and select specific lines from the play and give feedback such as, "This is very good". When wanting to push and extend their writing, he would ask the members of the group, "So what do you think you can write in this part?" "What would you write to give the reader a clue without giving the whole thing away?" he engaged all members of the group in the conference and praised their efforts and motivated them. He gave students very specific feedback on how to improve their writing based on what they discussed.

Feedback

You delivered your students very specific feedback about their writing, elicited their questions and modeled how you would go about thinking about adding more details to their writing. You deliver your feedback with such care and enthusiasm that your students are left motivated to continue revising their work. There was a real sense in your classroom that I was among a community of writers that are respected, supported and challenged by their teacher. Great Job!

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

Mr. E deployed his students to work in small groups to work on their "Turkey Talk" plays with their classmates. Mr. E was going to from group to group conferring with them and asking if they had any questions about his feedback. Some students seemed very engaged in their writing and two were seen engaged in a social conversation. Two students did not have a paper in front of them. The observer had to ask him if he had any writing that he had produced. After that they both became engaged in discussing their plays. The remainder of the lesson had high levels of student engagement.

Feedback

I would suggest that you ask students to have their papers out and remind them specifically what they were to do. Brad and Deyaisha had no paper in front of them and were basically waiting for their group mates to do the work. Once I asked them what the task was, they took out their papers and were engaged with their group. They well knew what to do, but were just sitting there waiting for their classmates to begin. This is one of the hardest things to do when you confer with students is to ensure that they are all engaged as you confer with others around the room. I suggest that you wait for one or two minutes for all students to actively begin their discussions before you begin to confer with groups. I could see that you were doing a nice job of going around the groups and ensuring their engagement and they were indeed actively engaged by the end of this observation.