**Pseudonyms were used for all names in this evaluation.**

Teacher: \_\_\_Melissa Byer Evaluator: \_\_\_\_Erin Clark\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching Area: \_\_ELA/skills\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_1\_\_\_ Date: 12/10/15\_Time: \_\_11:15 am\_\_\_\_

1. Narrative description of the event:

The students entered the room from art, got their snacks, and sat down at their tables. She reviewed what they would be doing for their next activity. She paired up the students and had them get into partners and small groups. She asked the students who were left to get a clipboard and a crayon. She told them they would have time to finish their snack when they were done. They got their things and came over to the carpet. She asked them to pick up the reader when they came to the carpet. They all chatted quietly as they did so, and she put worksheets on the other students’ desks as they gathered. She came over to the projector and asked them to put their name at the top. She asked Angelica to come over by her. She sat down on the teacher chair and cued Cruz to put his snack back at his seat. She asked them to put their pencils down and give her their eyes. She checked in with all of them, and told them they are targeting the long ‘I’ sound. She reviewed what they did yesterday in their group (long /a/) and how it related to today’s activities. She told them the purpose of their activity (learning goal) before they reviewed the story. She had it up on the projector as she read it aloud. She asked them to find a word with the long/i/ sound in the title. She had them underline the /i/ and connect it to the /e/ at the end of “Mike”. She told them they had 30 seconds to pre-read the story, and to use their crayon to highlight the word with a long /i/. She asked Cruz if he was ready and asked them to show her with their fingers how many long /i/ words they were able to find. They ranged from 1 – 6 words and she went through the text with them, asking Caleb to pick the word he highlighted in the first sentence. She asked Luca to read aloud and then asked the group for more long /i/ words. She asked them to raise their hands as they came to the long /i/ words (most knew when she came to them). She asked Luca about the word ‘rice’ and he agreed that it was a long ‘/i/ word. She went through the rest of the sentence and the students responded as to whether the words were long /i/. She reminded Caleb to sit ‘smart’ (he sat up) and she had Claire read the sentence aloud again. She told them to put their tracker on the first word and she read aloud, monitoring that they were all following along. She told them she would read it again and wanted them all to follow along. They did so. She told them she wanted them to now go through the next page and again highlight the long /i/ sounds. She went over to the small group and reminded Jack to pay attention to his group. He looked chagrined and began to pay better attention. Lodi entered with Cooper and Daliss and she took Pepper and Caleb. She asked the students to tell her the long /i/ words. She asked them to continue to do this on her own. She sat down by Ayden and held up his clipboard so he could see the material easier. She asked again how many they found and they all showed her 6 fingers. Luca volunteered to read aloud again and she complimented him. She had them turn to the last page and she put it on the projector. She checked Amanda’s work and cued her to find one more word. She read it aloud, pointing out the words with long /i/. She reviewed what they would be doing back at their seats (either in partners or in a small group). She told them what was on their desks and what their goal and purpose was for the activity. She called them off by name and had them go to the next activity. Ms. Spot came in with Dariel and she touched base with her about what they were doing and what she wanted Dariel to do on the worksheet. She came back over to the carpet with her small group, telling them they need nothing. She showed them what they would be doing on their activity, reviewing what they’ve learned and how it connects to what they were to do today (sorting by /i/ sound). She answered their questions about the words and what they were supposed to do. She directed them to go back to their seats and the order they were to do their work. She helped Ayden get situated at his desk and cued the rest of the groups with a five-minute warning. She sat down by Dariel, answering questions from a few students, reviewing with Cooper what she wanted him to be doing. The students were working independently, in small groups, or in partners, completing the tasks as directed. She gave them a 3 minute warning, continuing to work with Dariel (1-1). She called over Daliss and reviewed her words with her (1-1). She reminded Cooper that she would be working with him in just a minute. She told Daliss some words to focus on and called Cooper over with his word list. She reveiwed the words with him, while sitting between Daliss and Dariel. Mujahid re-entered and she told him what he, Cooper, Dariel, and Daliss would be doing. She reminded Angelica to get back on task. Mrs. Byer reviewed the game with the small group on the carpet (matching upper/lower case letters and naming the sound). She called over another small group, while walking up to the carpet (cueing students to stay on task while she walked). She asked them to bring their ‘cow’ page. She asked Christopher and Jack to work out their issue and to think if it was helpful. She had the students sit down at the carpet with a clipboard, again, cueing students working independently at their seats. She reviewed with Claire and Amanda what they would be doing. She knelt down by the small group and reviewed what they should be doing. She sat down at the projector and reviewed the close reading they did with “Cows”. She asked how many times they read it (they held up the number 3). She asked who thought they could read it independently (cueing Caleb to get his work out of his cubby). She had a student read aloud while she tracked it on the projector. She asked if the story had them use their imagination (again reminding the small group to use a ‘five finger voice’). She had Sahal read the first question and she repeated it, asking them what color they used to color code the text evidence. They said ‘blue’ and she asked what they highlighted blue. She called on Reese and she answered correctly. She modeled on the projector color coding the section blue. Dariel came over and she helped him. She turned back to her group and asked for a complete sentence to answer the question. She had Sahal read aloud and asked who had a similar answer. Most did, but those who didn’t she asked to write it now (and modeled it under the projector). She noted that only a few students had question 2 done and she had Monica clarify what that question was asking. She cued Caleb again and he got to work. She asked the students what she was looking for and called on Christopher and he answered correctly. She had him clarify what she should color to answer the question. He told her and she highlighted it for them (asking Cruz to go back to his seat). She asked Jack to put the answer in a complete sentence (he did). She told the group that they had about 5 minutes before they finished (again cueing Cruz). She had Olive read the next question aloud and asked the group what color she needed and what sentence she should be looking for to give her the evidence she needs. She asked Dariel to come over to the small group and she had Olive to give a full sentence. She gave Dariel an i-pad to work on and she asked the small group what else they were missing. She wrote it under the projector and asked the group to write the full sentence on their papers. She gave the group about 3 minutes. She did the last sentence with the group, asking for the text that supports their answer. She had them whisper to the person next to them, but not to bother anyone who was writing. Cruz and Daliss came over for clarification, and she called on Monica for a complete sentence. She highlighted it under the projector and wrote the sentence under the projector for them. She asked the students to start cleaning up their area and to make sure their independent folder was in their numbered bin. She reminded them to let the papers that need to be glued on their tables. She had the students on the carpet write CT on their papers and put them in their mailboxes. She told them they would now be going outside.

1. The following sound practices were observed and should continue:

Mrs. Byer implements most learning experiences to be aligned with learning standards. The learning targets were posted on the SMART board when the students entered and she reviewed them at the beginning of the lesson and again at the end of the lesson to see if they met their goals. 3.1a

Mrs. Byer implements multiple research-based instructional practices (connecting to prior knowledge, visual representation, modeling, etc). She also seeks out the newest research to deepen and expand instruction through her work with the ELA forum 3.1b.

Mrs. Byer’s instructional practices engage students at an appropriately high level of cognitive challenge. The students have regular and ongoing opportunities to interact with her and in with the peers as they transitioned between activities. The students also initiated interactions to deepen their cognitive engagement 3.1c

Mrs. Byer ‘s directions and procedures are clear, complete, and anticipate possible misunderstanding (as noted above). She did adjust explanations to meet the needs of individual students (especially Dariel, Daliss, and Cooper). 3.2a

Mrs. Byer’s questions are open in nature and challenged students to think and demonstrate reasoning. The students did formulate many questions to advance their understanding. 3.2b

Mrs. Byer responds to students’ questions/comments. Her responses challenge students’ thinking. 3.2c

Mrs. Byer’s spoken and written language is clear and expressive. Her content and grammar are accurate. She uses the graphic method of using the projector and SMART board to enhance content understanding. The students created their own graphic representation of the content (by completing the differentiated writing activities). 3.2d

Mrs. Byer articulated how success would be measured by indicating what her expectations were as she reviewed each activity. She modeled for the students under the projector and explicitly explained each step of the activity. 3.3a

Mrs. Byer articulates high expectations for all students through her directions and explanation of the tasks they are completing in the classroom. She persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources from colleagues and the community. 3.3b

Mrs. Byer collaborates with Ms. Burn daily in using differentiated instructional strategies by modifying the curriculum for certain students as needed. She often differentiates for nearly every student in the room, depending on their needs and the outcomes expected by the students.. The students were very motivated and engaged with high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and were appropriate for all learners 3.4a.

Mrs. Byer incorporated instructional approaches and technologies (as noted above) to allow students to demonstrate mastery of learning outcomes 3.4b.

Mrs. Byer provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. She models effective interpersonal skills to promote collaborative student learning. The students themselves, throughout the lesson, ensured that all voices and ideas were heard throughout the small group discussion. 3.5a

Mrs. Byer provides regular opportunities in written and oral format for students to synthesize, think critically, and problem solve. They also use available technology in alignment with 21st Century Skills. 3.5b

Mrs. Byer uses a variety of formative assessments (checklists, observation, module assessments, AIMSweb, etc) to monitor the progress of her students. She uses student progress, as well as feedback from Ms. Burnett to immediately adjust the pace, focus, or delivery of instruction. 3.6a

Mrs. Byer ‘s feedback to students is timely, frequent, and relevant. Her feedback does advance student learning. 3.6b

The teacher-student interactions demonstrate genuine caring and respect. Mrs. Byer has created a safe learning environment where all students feel accepted and free to take learning risks. 4.1a

Mrs. Byer subtly acknowledges student diversity (especially as the opportunities arise in classroom discussions) and uses it as an opportunity to enrich the learning environment 4.1b.

Mrs. Byer works diligently to ensure that the students demonstrate respect for one another and monitor one another’s treatment of peers. The students corrected classmates respectfully, when needed, and demonstrated personal responsibility. 4.1c

Mrs. Byer consistently promotes a sense of pride in student work and accomplishments. She has created an environment where all students are expected to express their ideas, take initiative and have high expectations and pride for their own learning and achievement. 4.2a

Mrs. Byer conveys genuine enthusiasm for learning, and the students demonstrate enthusiasm for learning. Students were cognitively engaged and were enthusiastic about appropriately challenging learning. 4.2b

The routines/procedures/transitions and standards of conduct occur smoothly, with no loss of instructional time. The students assume some responsibility under teacher direction. 4.3a

Mrs. Byer’s groupings of the students (either in partners or in the small group) resulted in the small group work being well organized and the students were productively engaged at all times, with the students assuming responsibility for productivity. Student interactions were consistently polite and respectful. 4.3b

Mrs. Byer has organized the learning environment to accommodate all student-learning needs. Available resources, time, and technologies are equally accessible to all students. 4.4a

Mrs. Byer effectively uses the services and skills of available paraprofessionals and volunteers, resulting in a productive and proactive learning environment. 4.4b

Mrs. Byer knows and implements classroom safety procedures consistently. 4.4c

1. Recommendations for improvement and/or points for consideration:

None noted. Mrs. Byer masterfully met the needs of all students by differentiating the activities and physically monitoring the activities around the room. It was remarkable to watch her provide 1-1 review, while simultaneously helping students work in a small group and monitoring the partner pairings around the room. It was exhausting, yet invigorating, just to watch—almost like an orchestra playing a masterpiece!

1. Sound practices and/or areas for improvement outside this observation:

Mrs. Byer is working with Ms. Burn this year in providing services for the ESL students. She is diligent in providing a language-rich environment for all students, and diversifying the curriculum to meet the students who are excelling, as well as those who are struggling. Mrs. Byer is a curriculum expert, and takes the time to truly understand the standards (in all areas of the curriculum) and scaffolds her instruction to meet those standards. She is working to improve relationships with her colleagues, through humor, self-depreciation, and role modeling. Thank you for going the extra mile, Melissa!

Teacher's Signature: Melissa Byer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

Evaluator's Signature: Erin Clark\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

Teacher Comments: Thank you for coming to observe me during my ELA block. At times I feel it is like a 3-ring circus as I have kids getting pulled out and dropped off in my room for services. This year has been one of the most trying years of my teaching career. I have four different languages spoken in my classroom as well as have children with both physical therapy and occupational therapy needs. I am thankful to be able to have Ms. Burn to bounce ideas of f of as she is the ESL specialist. If I could be blunt, I could use her all the time to team-teach with me! The next time you observe me during my informal observation could you please watch for behaviors that I may not see while teaching the lesson.

Thank you.

**Signing this document does not necessarily mean that you are in agreement with the evaluation; it simply means that you have read and discussed it with your evaluator.**

**Please read, make any comments you have, sign and return to the building principal or the individual who conducted the Visitation, Observation or Administrative Report.**