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

Teacher: \_\_\_Sally Mae (Pseudonym) Evaluator: \_\_\_\_Erin Clark\_\_\_\_\_\_\_\_\_\_\_

Teaching Area: \_\_ELA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_3\_\_\_ Date: 11/30/15\_Time: \_\_11:00 am\_\_\_\_

1. Narrative description of the event:

Mrs. Mae called the students to the front of the room and asked them if they remembered what they were working on last week. They had a brief discussion and she pulled up the learning targets on the SMART board. She had the students read the targets and they discussed how they would achieve the targets. She had on the FM system and Mrs. Johnson was at the back of the room, cueing students who needed to have help focusing. Mrs. Mae reviewed the story they had read, with guiding questions on the SMART board. She called on students who raised their hands to answer the questions. She asked the students what other questions they have about the life cycle of a bullfrog. About 5 students asked questions that they would like answered. Mrs. Mae reviewed what they would be doing today and what they would be focusing on during their lesson. She told the students that she wanted them to go back and do a picture walk (given specific pages) and she complimented a few students as they got started. When she spoke to specific students (Adeline), she turned off the FM system, but turned it back on when she addressed the whole class. Mrs. Johnson also monitored the students to ensure they are on the correct page. She advised them to pull out their “purple folders” and to pull out Lesson 3, again reminding them of the page numbers they should be on. She asked for a volunteer to read the first question aloud to the class. Most of the class volunteered, and she called on Kasey. She asked the students to look at the pictures of the tadpoles and to compare them. She reviewed what questions to start with when they write a question. She called on different students to answer (who were raising their hands). She walked around the room and kneeled down next to different students, asking them to explain what they wrote for their question or having them clarify their question. She asked who would like to share their question, and she picked a name stick (Curtis). She asked Jacob, Addy, Jennifer, and Abby to also share their questions. She told the students that she was going to read aloud from the book and she asked them to put their pencils down and follow along in their books at their seats. She read aloud to the students, asking them to follow along with their fingers. Mrs. Johnson monitored the students as she read aloud. She asked a question about what she read, called on Katie, and she answered correctly. She continued to read aloud, and then asked a few students to clarify what she had read. She called on Jacob to answer a question about the frog, and he answered correctly. She continued to read aloud. She reminded them that they had written a question about the picture, and asked them if they could now answer it since they read the text. She also told them that it’s ok if they couldn’t. She walked around the room and touched based with several students about their question. She asked the class how many people could answer their questions. About 6 students raised their hands. She called on a few students and they read their question aloud, as well as their answer. She complimented those students and asked the class to now write a question from the text. She asked Mark to read his question aloud. She then gave the students time to write their new questions, and she and Mrs. Johnson went around the room, monitoring their work. She called on Sarah to share her question and complimented her, as well as Elizabeth, Abby, Ethan, Katie, Xander (reminding him that his question was from a different story), Adeline, and Alaina. She had the text features written on the easel at the front of the room and she asked the students what text features they noticed in the story. She told the students that they would now be splitting up into groups. She had them go to the next page in their packets and reviewed what they would be doing with their partner. She asked if they were ready and they chorally said ‘yes’. She called off the groups and told them to find a spot in their room. She turned the lights on and told the students to ‘stop, look, and listen’. She asked Andrew what they were to do first. She asked Ethan what they would do next. He answered incorrectly first, but then corrected himself. She told them they had 10 minutes, and she would be going around the room to check on them. She started with Curtis and Kasey, and made her way around the room, checking on the different students. Mrs. Johnson worked at the back table with 3 students (Ethan, Katie, and Brock). The students worked together cooperatively and politely, asking each other questions, as well as checking for clarification with each other (on vocabulary words, what they should write, etc.). Mrs. Mae encouraged the students, as well as asking them for further explanation about what they were discussing or writing in their packets. She told the students when they had 4-5 more minutes to finish. She spent time with each partner pairing and clarified that they understood what they were working on, as well as challenging themselves with the task. She touched base with Mrs. Johnson and the students at the back table. Mrs. Mae pulled up the first learning target on the SMART board and asked the students to go back to their seats. She turned off the lights and asked them to stay on their “gist” page. She asked for a volunteer to read the learning target. Elizabeth read it aloud. She asked the students to discuss the life cycle of the frog as a whole table (reminding them that they looked at it themselves, when she read it; they discussed it with a partner; and now they could talk about it as a larger table). The students shared their thoughts, and Mrs. Mae helped Ethan’s group get started and guided them throughout their discussion. Mrs. Johnson also helped cue the students at the different tables. Mrs. Mae checked in with all of the tables and asked them all to ‘stop, look, and listen’. She pulled up the next page on the SMART board, and asked them to turn their pages in their packet until they found the same page as on the board. She asked them to bring their papers over to the carpet, in front of the SMART board. She waited until they were all seated and asked them to look up at the SMART board. She drew their attention to the section about “Life Begins”. She called on Katie, and asked who agreed, by indicating a thumbs-up. Most of the class agreed, and she pulled up the information on the SMART board. She had Brock read the section aloud and pointed out where the information was also in their books. She compared what Andrew shared to what happens on Canada Way Creek and Abby shared what she sees in the creek. She called on other students to read aloud from the board and comparing it to what was in the book. She kept the students on task by using their names, or calling on them to answer questions or read aloud. She complimented the students on their work today and told them that she would call them by table to put their things away.

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

Mrs. Mae implements all learning experiences to be aligned with learning standards. She reviewed the learning targets at both the beginning and end of the lesson and the students were able to make a connection between the learning experiences and the standards. 3.1a

Mrs. Mae 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 her team, through her Master’s classes and at regional forums 3.1b.

Mrs. Mae’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 worked through the problems and discussed solutions. The students also initiated interactions to deepen their cognitive engagement 3.1c

Mrs. Mae’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 Katie and Addy). 3.2a

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

Mrs. Mae’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 working in their packets and formulating questions about the text). 3.2d

Mrs. Mae articulated how success would be measured by indicating what her expectations were as she reviewed each activity in the lesson. 3.3a

Mrs. Mae 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. Mae collaborates with Mrs. Johnson daily in using differentiated instructional strategies by modifying the curriculum for certain students as needed, especially the students with special education needs. 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. Mae incorporated instructional approaches and technologies (as noted above) to allow students to demonstrate mastery of learning outcomes 3.4b.

Mrs. Mae 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 group discussion. 3.5a

Mrs. Mae 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. Clark 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 Mrs. Johnson to immediately adjust the pace, focus, or delivery of instruction. 3.6a

Mrs. Mae’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. Mae has created a safe learning environment where all students feel accepted and free to take learning risks. 4.1a

Mrs. Mae 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. Mae ensures 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. Mae 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. Mae 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 little loss of instructional time. The students assume some responsibility under teacher direction. 4.3a

Mrs. Mae’s pairings of the students 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. Mae has worked with Mrs. Johnson to organize the learning environment to accommodate all student learning needs. Available resources, time, and technologies are equally accessible to all students. 4.4a

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

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

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

None noted at this observation.

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

Mrs. Mae is the co-instructional leader for third grade. She is progressive and positive in her instruction and educational philosophy and continues to research the best approaches to teach all of her students. She is sensitive to the individual needs of her students, and seamlessly differentiates her instruction, the curriculum, even the way she interacts with the students to meet these individual needs. It is obvious that she spend hours and hours preparing for each day and to provide the best instruction for her students. Thanks for being a great role model in our building and for supporting the initiatives put forward to support our students!

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

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

Teacher Comments:

I appreciate the observation that Mrs. Erin Clark did for me. I think the lesson went very well, although I always think there is room for improvement. I will pair students differently next time during ELA as I like to see how different children work together. Next time you observe, I would like you to watch for behavior issues within my classroom.

**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.**