

Task: Formal Classroom Observation Form - Continuing Contract**FORMAL CLASSROOM OBSERVATION FORM - CONTINUING CONTRACT**

Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

Teacher's Name:

Abigail Jordan

Location:

REID ELEMENTARY

Observer's Name:

Nakisha Winston

Observer's Title:

Assistant Principal

Date of Observation:

01/13/2021

Time of Observation:

11:00 a.m.

Subject/Grade:

Mathematics/2nd Grade

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

Ms. Jordan's lesson is aligned with the curriculum standards and adheres to the district pacing guide and curriculum framework. She references the learning target (as well as highlights the important components) at the start and throughout the lesson. Ms. Jordan has taken the time to unpack the standards (identifying the verbs and levels of Blooms Taxonomy) to ensure that her lesson encompasses the knowledge and skills necessary for student mastery.

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments:

Ms. Jordan develops lesson plans that align with the Eureka Math Curriculum. She extracts the desired knowledge and skills and researches programs that are engaging, child-friendly, as well as supports checking for student understanding. She plans her lessons with the intention that students will do the cognitive lifting and show accountability for their learning. Ms. Jordan is prepared with all necessary materials readily accessible to support and facilitate today's lesson.

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

Ms. Jordan has her class divided into small groups.

Group #1
8 students

Ms. Jordan displays the problem $73-25=$

She is instructing her students to do the lifting with this problem. The students are explaining step-by-step the process of using the model (to include the place value chart) and converting that information into the algorithm. Ms. Jordan supports her students with understanding the process of taking a ten away and moving the ten to create ten ones. Ms. Jordan asks her group to tell her the number of ones that are in a ten. Ms. Jordan encourages her students to reference their models to support with computation as they work on the algorithm.

Group #2
10 Students

Ms. Jordan displays the problem $80-24=$

Ms. Jordan provides this group with the same supports. Ms. Jordan reminds students that when there is a zero, they must regroup. She demonstrates the process (with the support of the students) of taking a ten and giving ten ones in the place of the zero.

Students were then assigned an independent practice (3 minutes):

$73-25=$

Ms. Jordan looks at each student's process of solving the problem, and is able to give immediate feedback. Students are invited to share their screens to demonstrate to the class how they solved the problem.

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

Ms. Jordan is able to assess the learning of her students by calling on them to state their answers as well as using the chat. Some students are familiar with the "raise hand" icon and are to be identified when support or assistance is needed. This is another way for Ms. Jordan to ensure that students are clear on the lesson's expectations. Ms. Jordan uses Nearpod, Padlet, Google Forms, and other resources as a means to assess the learning of her students.

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments:

It is evident that Ms. Jordan has established virtual classroom norms. Students understand that cameras are to be on and mics are to be muted unless permission has been granted for students to speak. There is an expectation for student engagement throughout the lesson. Students are comfortable with participating and using the chat consistently to demonstrate their willingness to engage as well to provide answers to posed questions.

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

Ms. Jordan works with her grade level team to plan lessons and share strategies for each week. She has teamed with other grade levels to share how she plans lessons and has offered to partner with colleagues to give guidance or support with lesson planning and strategies for implementing additional resources for lessons. Ms. Jordan is certified in the Nearpod program, which is a huge benefit to her grade level as she has offered support with utilizing this program to enhance classroom instruction. Ms. Jordan attends building and district professional development to enhance her teaching and understanding as she works through virtual instruction.

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments:

Thank you for allowing me to observe this lesson. You have gone above and beyond to ensure that your students are grappling with the content. It is evident that your students are making gains, as they are engaged in lessons, and demonstrate their knowledge daily. Kudos to your for all of your hard work, as well as for being an amazing team player!

ADDITIONAL COMMENTS:
