

FORMAL CLASSROOM OBSERVATION FORM

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: G.H. Reid Elementary
 Observer's Name: Nakisha Winston
 Observer's Title: Assistant Principal
 Date of Observation: 02/13/2018
 Time of Observation: 12:30
 Subject/Grade: Second Grade Mathematics

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 addresses appropriate curriculum standards and integrates key content elements. Her lesson objectives are aligned to second grade mathematics standards. Ms. Jordan facilitates students' use of higher-level thinking skills in her instruction. During her regrouping lesson, she asked both lower level and higher level questions. Mr. Jordan's content knowledge is appropriate for the regrouping lesson. She exhibits pedagogical skills relevant to the math lesson and best practice based on current research as it relates to the appropriate approach to regrouping with young learners. (abstract to concrete with manipulative use; graphic organizers; working in pairs to support learning and academic conversations). Some students needed more assistance during guided practice. Ms. Jordan moved about the classroom to provide assistance to students in need. She also communicated closely with her student teacher to ensure that she was aware of students presenting challenges with the content.

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:

There were important components of the lesson built in: (direct instruction, modeling, student practice, student sharing, and metacognition). Ms. Jordan's lesson is coherent, sequenced, and aligns to Richmond Public School's curriculum standards. Her instructional strategies and practices are relevant to the mathematics goal of regrouping. Ms. Jordan used a variety of resources to aid in her instruction (SmartBoard, document camera, base ten blocks, and computer software). She created station activities that were based on student data.

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 engages and interests her students during the whole group portion of the lesson. When students work in groups, engagement is very high. During this lesson higher level students are engaged, a few of the lower level students present difficulties and are distracted by the task of creating numbers using base ten blocks. Ms. Jordan builds on prior knowledge as she started her lesson with having the students to build smaller numbers and add to them. This creates a level of comfort for the students and it builds their confidence as they move forward.

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:

The mathematics lesson had a range of teaching practices in use with the most obvious being the assessment of student knowledge for learning and development. Ms. Jordan conducted this well and used it to support her lesson so that students could be seen to be developing in their own learning style. Students were able to have conversations during hands on experiences with the base ten blocks. Ms. Jordan questioned students as she noticed struggling learners. Her level of questioning challenged the learners to attempt at solving their own problems. Well Done!

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:

Ms. Jordan's classroom is vibrant and certainly child-centered. She has posted numerous words that are pertinent to the current contents objectives. These words are posted in view of the students and can be manipulated by the students. The students are adjusted to the rituals and routines of the classroom. Ms. Jordan has the daily schedule as well as the objectives and "I Can" statements posted in child-friendly language. The students are completely comfortable with making mistakes and maximized on the opportunities to learn from them. Ms. Jordan actively listened to the students as they shared their responses and used valuable opportunities to extend vocabulary awareness and challenge students to orally share their processes with creating numbers and regrouping using manipulatives.

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:

This could not be observed in the lesson. However, Ms. Jordan meets consistently with her grade level to discuss student data and to ensure that as a team they are planning in accordance to the district's pacing and curriculum. She is the recorder for monthly transformation team meetings. She works well with colleagues, administration, and other school personnel to create a warm school climate. She works diligently to close the home and school communication gap.

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:

This could not be observed in the lesson. However, Ms. Jordan has submitted academically and developmentally appropriate goals for her class. She uses data to establish clear and appropriate lessons that meet the needs of her students.

ADDITIONAL COMMENTS:

I enjoyed visiting your classroom. You have a room filled with busy and enthusiastic learners. Good job with getting eye level to communicate and assist with students during the lesson. There were minimal distractions among your students. You exercise patience and compassion for all students. Great Job!

Teacher Comments:

Upon clicking **Save and Submit**, the Teacher will sign off on this form, followed by the supervisor.

Attached Workflow

Observation Signature

Current Status

Approved

Workflow Steps

- | | | |
|---|--|-----------------------|
| 1 | Signed by Abigail Jordan on 02/15/2018 at 5:24 PM
Signature: Abigail Jordan | TEACHER 200 DAYS |
| 2 | Signed by Nakisha Winston on 02/15/2018 at 5:25 PM
Signature: Nakisha Y. Winston | ASSISTANT PRINCIPAL I |