

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: 10/11/2017
Time of Observation: 9:45 AM
Subject/Grade: 2nd Grade Reading

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 does an awesome job of clearly communicating with her students to ensure that they are knowledgeable of content objectives. She is very knowledgeable of the developmental and academic abilities of her students. Therefore, she accurately poses questions to check for understanding during instruction. I would like to see Ms. Jordan integrate more rigor in her questioning to charge her students to think more critically.

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:

It is evident that Ms. Jordan uses current data to guide her instruction. Students are placed in color-coded groups according to data levels. I would like to see evidence of differentiated instruction in student centers. It appears that

students will all rotate to the same stations by the close of assigned stations. Ms. Jordan uses the district's curriculum to ensure that students' learning is aligned with pacing. She posted a current schedule that reflected the early dismissal schedule so that students were prepared for the days transitions.

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 consistently delves into the students' prior knowledge at the start presenting current information related to the content. Students appeared very comfortable with providing answers and scaffolding with classmates. She also consistently checked for understanding as she would ask students to explain their reasoning behind the answers that they provided. The students were very engaged during their whole group lesson. The students were provided a story on chart paper and the white board with usage of the lcd projector. The students were attentive to the read aloud of "Why Spiders Have Small Waists?" The groups gave descriptive words for Anasi (the main character), sectioned by beginning, middle, and end. The students had completed the beginning section, and worked together to complete the middle and end as Ms. Jordan read to them. She pulled words from the story to assess whether students were able to give the meanings. An example, "clever" was asked and a student was able to successfully say that its meaning was similar to the word smart. I would have liked for Ms. Jordan to have the student (and others) to give specific examples from the story to justify how the character earned that description.

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:

During this lesson, students were told to report to their assigned stations. It appears that students were grouped by color according to assessment data. The stations were as follows: Teacher Station: students were presented with a spinner that provided different word endings (ob, ot, op, and og), The students were told to give a word to match the ending that was spun. Station 1: One student read independently on the carpet. I would like to know the accountability piece for this student as he did not have a paper or pencil. Station 2: The students were reading what appeared to be a paper copy of a leveled reader. The story was titled: "The Spelling Bee". The students were also given a sheet to record information

from the story. Ms. Jordan should consider using larger paper as the spaces provided do not meet the developmental needs for second grade writing. Station 3: The students were given a writing prompt titled: I Feel Mad When... Half of the students were working, and the other half were off task. One student (W.P.) wrote something very carelessly and started to talk to his neighbor. It might be beneficial to assist the students by providing steps to this process to ensure assignment completion.

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:

I am a huge fan of the learning environment in this classroom. It is clearly student centered. The word wall has an appropriate number of words on display for this point in the school year. There are anchor charts posted for specific contents. I am hopeful that students have been shown how to reference these charts to aid them during independent practice. I did not notice any student work displayed in the classroom. This is something that should be given some attention, as students are motivated by seeing their work on display for themselves and their peers. Students responded to the sound for Classroom Dojo points. This appears to be very effective for the students.

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 is very visible in the school. She not only works closely with the members of her team, but she builds relationships with teachers on other grade levels. She is very enthusiastic and eagerly seeks feedback on lesson plans and classroom observations. She is known for having super ideas that may iron out wrinkles that can arise in any given school day. She has a wonderful relationship with her students and parents. She is always thinking of ways to enhance

her instruction. The classroom Dojo behavior system that she has established, appears to create a positive learning environment for her students.

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:

Ms. Jordan uses her PALs , MAP data, and progress monitoring to assess her students' progress. She also uses that data to establish plans for her stations and teacher directed instruction. She has established appropriate goals for the 2017-2018 school year as evidenced by her goal setting information.

ADDITIONAL COMMENTS:

Teacher Comments:

Ms. Jordan is making great gains at the start of her 3rd year in teaching. She continues to collaborate with her colleagues to enhance instruction and student learning. She consistently reflects on her teaching skills and making the necessary adjustments. She has great classroom management and is doing a fantastic job as the grade level chairperson for second grade.

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 01/31/2018 at 10:44 AM Signature: Abigail Jordan	TEACHER 200 DAYS
2	Signed by Nakisha Winston on 01/31/2018 at 3:35 PM Signature: Nakisha Winston Comments: Thank You.	ASSISTANT PRINCIPAL I