Waukee Community School District

Formal Observation Cover Sheet

SAMPLE – CAREER TEACHER

Teacher Name: Careé R. Teacher

Evaluator Name: Ms. Standardization

Date of Observation: February 2, 2009

The following components were collaborative chosen between the teacher and the evaluator as a part of the formal observation:

1f: Designing Student Assessments Proficient

2d: Managing Classroom Procedures Proficient

3c: Engaging Students in Learning Distinguished

Summary:

* Ms. Teacher demonstrated overall proficiency in the area of student assessment. She used a variety of formative and summative assessments and a balanced approach to assess student learning. During the observed lesson the students were working in pairs to provide one another feedback based on examples of formative guidance provided by the teacher.
* Ms. Teacher used a variety of instructional strategies, modalities, and grouping patterns in the observed lesson(s). The students were engaged in pattern rehearsal, listening comprehension, and other activities, some of which included music and most included physical participation by the students. They were also engaged in the large group, small groups, and in pairs.
* Careé transitioned between classrooms in the portions of two periods that were observed. In each case she maximized student learning through specific learning activities and expectations (a “writing log” assignment, for example), while she was transitioning the classroom supports and supplies.
* During the observed lesson the students moved the furniture to facilitate the effectiveness of the groups and used a variety of materials to which they had access. In the small group portion the students were provided with the expectation for what was to be contained in the final product, but were allowed choice in the overall design of the product.
* The pacing of the lesson was impacted by frequent, informal assessment being conducted by Ms. Teacher and was appropriate for groups of students. The students in the second period moved through the content and activities a bit more quickly than the first period, so Careé adjusted her instruction accordingly.

**Sample Artifacts to Support Components (Especially in Domains 1 & 4)**

* Lesson Plan that Includes Objectives, Connections to District S/B, Instructional Strategies, Grouping Patterns, Formative Assessments to Guide Instruction, and the Summative Assessment for the Observed Unit.
* Examples of the paper/pencil assessments, projects, writing assignments, rubrics, etc.
* Examples of the types of transition activities in which she has students engage.
* Classroom expectations that highlight the ability of students to modify the learning environment (including furniture, materials and supplies, etc.) to improve instruction.

Teacher Comments/Post-observation Comments:

At the post-observation conference Ms. Teacher and the evaluator discussed ways in which students might be further engaged in making decisions on group patterns, modifications of materials, etc. While she is distinguished in this practice, she believes that there are additional opportunities to provide for student autonomy and direction in this work.

Along those same lines, Careé was generally pleased with the assessment work she was doing, but strives to design ways to engage students in the design of assessments and then to apply the learning from assessments to new contexts. This is a balance with the amount of time she is able to have with each group of students.

Actions for Ongoing Professional Growth:

Careé is committed to further investigating and implementing the concepts of differentiation in the World Language classroom. She recently purchased a book that deals with this topic in the English context and intends to read it and apply the ideas in her classroom.

Ms. Teacher has also been engaged with both the ELP and ELL teachers to investigate the manner in which she can improve lessons to further meet the learning needs of all of the students in the room.

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Signature of the Teacher Date

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Signature of the Evaluator Date

By signing, the teacher acknowledges receiving the results of this observation. It does not necessarily indicate the teacher agrees with the contents of this document.