Waukee Community School District

Formal Observation Cover Sheet

SAMPLE – INITIAL LICENSE

Teacher Name: Newt O. License

Evaluator Name: Mrs. Consistency

Date of Observation: October 2, 2008

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

1e: Designing Coherent Instruction Proficient

1f: Assessing Student Learning Basic

2d: Managing Student Behavior Unsatisfactory

3c: Engaging Students in Learning Basic

4c: Communicating with Families Basic

Summary:

* Mr. License designed the lesson using a variety of grouping patterns that included large group lecture, triads, and individual independent practice. When implemented, the triads were formed using MAP reading data from earlier in the school year.
* In addition to varied grouping patterns, Mr. License engaged the students in a variety of instructional activities that included a large group lecture from the overhead, a triad activity in which students wrote a summary of a section of the chapter from the book and then completed then individually completed the section review questions at the end of the section.
* Newt provided classroom expectations for student behavior, but they are not visible in the classroom, and they were inconsistently delivered on during the observation. Two students near the back of the room were engaged in a sidebar throughout much of the direct instruction and were not re-directed while others closer to the front were held accountable to being quiet.
* Mr. License makes frequent and meaningful contact with parents on student progress in the classroom.

**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 – Civil War.
* Classroom Expectations for Student Behavior.
* Phone Log/E-Mail Log – parent contact

Teacher Comments/Post-observation Comments:

At the post-observation conference Mr. License and the evaluator discussed ways in which students might be further engaged in the learning activities. While the observed activities were appropriate, the discussion centered in ways in which the teacher could further engage the students in the lesson. For example, in what ways could the lecture be modified to engage students in the learning?

Newt indicated that he has been frustrated with student sidebars and has tried two to three strategies for redirecting student behavior, but they have not worked. Through discussion the idea of consistency in addressing student behaviors emerged as a potential area for improvement.

Actions for Ongoing Professional Growth:

Between now and the next observation Mr. License is going to:

* Discuss his behavior expectations and actions with his team to confirm they are in alignment with the team philosophy and actions relative to Positive Behavior Supports (PBS).
* Post the Student Behavior Expectations in the classroom and form an “anchor” point in the room from which to discipline.
* Review the behavior expectations with each of his classes, along with the actions that will be taken when the rules are supported and/or violated. These actions will be known to the students and he will address any questions students may have in reviewing the expectations.
* Work with his mentor each week to reflect on the consistency with which he is implementing these expectations.

The evaluator will make weekly, short duration drop-ins to the classroom to observe consistency of implementation of behavior expectations and to offer coaching support.

This component will be the focus point of a formal observation again before April 30th.

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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.