Minuteman Observation Feedback Form

Name: Larry Lambert

School: Minuteman

Subject: Computer Technology

Grade: 9

Evaluator: Maryanne Ham

Date: Jan 31, 2014 2:43 PM EST

Elapsed: 0:00 sec

Shared: YES

Number of Students:

9 Students
2 additional students arrived at 8:32

Educator Plan:

[ ] Self-Directed Growth Plan
[ ] Directed Growth Plan
[X] Developing Educator Plan
[ ] Improvement Plan

Plan Duration:

[ ] Two-Year
[X] One-Year
[ ] Less than a year (annotate below)

September 2013-May 2014

[ ] Announced
[X] Unannounced

Observation Number:

This is the third observation and the second of four unannounced.

Observation Date:

(if different from above)

January 29, 2014 from 7:54-8:40

Observation Location:

(e.g. CTE Lab, classroom, grade-level meeting, etc.)

Room 3n21

Lesson/ Activity Objective

What is the "easily discernable" topic, skill, or concept that is the learning goal of the lesson or activity?

Lesson Objectives were listed in the Textbook. During the post-observation meeting Mr. Lambert said that he reads the objectives with the students when introducing the unit. When the observer asked students what they were learning each of them used the book to explain, none of them referred back to the written objectives, however they were able to explain they were learning Cascading Style Sheets (CSS) to enhance a website. When prompted by the teacher, students were also able to explain the difference between the three types of CSS; internal, external, and in-line. Therefore, Mr. Lambert's lived objective closely matched the intended objective for this class providing a clear focus for the students of what they were going to do for that lesson and why it was important. (I-A-2 Child and Adolescent Development, I-A-4 Well-Structured Lessons)

Student Engagement Level

Engagement defined as: "students attending to the instructional activities occurring in class."

[X] All
[ ] Most
[ ] Some
[ ] Few
[ ] None

Comments on Student Engagement Level

All students were engaged in learning the intended objective.

Strategies Used to Ensure Engagement

What is the teacher doing to ensure that all students are engaged in meaningful learning activities?

[ ] Framing the Learning
[ ] Noticing and Reacting when Students are not Engaged
[ ] Equitable Distribution of Questions and Responses
[ ] Proactive Student Grouping
[ ] Managing Response Rates
[ ] Using Physical Movement
[ ] Effectively Addressing Problem Behaviors
[ ] Appropriate Pacing
[X] Setting Classroom Expectations
[ ] Building/ Reinforcing Student-Adult Relationships
[ ] Using Praise/ Recognition
[ ] Withitness/ Proximity Awareness
[ ] Lesson Planned and Structured to Support Student Learning
[ ] Career Readiness Training
[ ] Routines in Place
[ ] Other

Comments on Engagement Strategies

Mr. Lambert was out the day before and he wanted to see if students met his expectations. During this observation, Mr. Lambert began the day by circulating the classroom checking to see where each student was in the assignment and discussing progress or lack there of. Mr. Lambert learned that 4 students had completed the assignment, 4 students needed a little more time, and one student had done nothing.
He disciplined the one with nothing completed: Eric "I don't have that one." Mr. Lambert, "Ok, when everyone goes to break you stay here and finish it." (during the second assignment check) Mr. Lambert, "I'm having a problem with you having nothing done, we set a clear plan and you ignored it that is why you are missing break today. Eric, "that's fine" Mr. Lambert, "No it is not fine, I'm going to need to start calling your parents. If you need help you let me know."
He let one student go to Mr. Voges's classroom and assist with Shadow students.
He assigned two students to work on their portfolios; "Start looking at your electronic portfolio and look at ways to use these CSS features; moussing over, work together and brainstorm.
He paired two students together; one who completed the assignment and one who needed a little more time.
And the others he had working on completing their assignments.
As a result, all students were engaged in their learning and Mr. Lambert clearly communicated specific standards for student work, effort, and behavior. Standard II-D-1

Instructional Practices Used to Help Students Interact with Content

(Presenting Information through Explanatory Devices, CTE Examples or Career Readiness)

[ ] Identifying Similarities and Differences
[ ] Summarizing and Note Taking
[X] Homework and Review
[ ] Nonlinguistic Representations (Visual Cues/ Manipulatives/ CTE Hands on Practice and Modeling)
[X] Cooperative Learning/ Interpersonal Work
[ ] Hypothesis/ Predictions
[ ] Activating Background Knowledge
[ ] Technology Infusion
[ ] Identifying Critical Information
[ ] Examining Errors in Reasoning
[ ] Using Academic Games
[ ] Debate/ Friendly Controversy
[ ] Setting Objectives/ Providing Feedback
[ ] Academic Writing
[ ] Higher Order Thinking and Questioning
[ ] Use of Questions, Prompts, and Cues to Scaffold Learning (Connections to previous and subsequent learning)
[ ] Inquiry, Role-Playing, and Experiential Learning Activities
[ ] Educational Organizers
[ ] Differentiation to Meet Student Needs
[ ] Practice (Including CTE Hands on Practice and Modeling)
[ ] Modeling Thinking
[ ] Other

Comments on the use of Instructional Practices

Mr. Lambert was assessing where the students were at and getting them focused on learning the intended objective.

Frequency of "Checks for Understanding" (formative assessment)

[ ] No Checks for Understanding Observed
[ ] 1-2 Checks for Understanding Observed
[X] Multiple Checks for Understanding Observed

Comments on Frequency of "Check for Understanding"

Mr. Lambert circulated the room and checked in with all students.

Student Instructional Mode

How are students engaging in instruction?

[X] Individually
[ ] In a small group
[ ] As a whole class
[ ] In partners

Comments on Student Instructional Mode

Students were working individually on the assignment, there were a few that finished early and were paired together to brainstorm or assist/reinforce and apply what they learned. As a result all students were motivated and engaged during the lesson. II-A-2

Teacher Instructional Mode

What is the teacher doing to deliver instruction?

[ ] Whole Class Direct Instruction
[ ] Small Group Direct Instruction
[ ] Individual Instruction
[ ] Lecture
[ ] Facilitating/ Providing Feedback
[ ] Leading Discussion
[ ] Video
[ ] Test/ Quiz
[ ] At Desk/ Computer
[ ] Attending to Misc. Needs
[ ] Monitoring Student Transtions
[ ] Demonstration
[X] Circulating
[ ] Not in Room
[ ] Lab Activity
[ ] CTE Based Learning Activity
[ ] Consolidating & Anchoring the Learning (Summarizing)

Comments on Teacher Instructional Mode

Mr. Lambert was able to quickly assess where students were at in their learning and provided appropriate differentiated interventions. As a result, all students were engaged in their learning . I-B-2

Feedback to the Educator (General Feedback, Commendations or Recommendations)

Commendations
Mr. Lamberts expectations are clear and their are consequences for not adhering to them.
Following school and classroom rules have become standards in the classroom.

Observation Evidence pertains to (check any that apply):

[ ] Progress toward attaining student learning goal(s)

not observed

[ ] * Progress toward attaining professional practice goal(s)

not observed

Standards and Indicators for Effective Teaching Practice Rubric Outline

I. Curriculum, Planning, & Assessment	II. Teaching all Students	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum and Planning I-B. Assessment I-C. Analysis	II-A. Instruction II-B. Learning Environment II-C. Cultural Proficiency II-D. Expectations	III-A. Engagement III-B. Collaboration III-C. Communication	IV-A. Reflection IV-B. Professional Growth IV-C. Collaboration IV-D. Decision-making IV-E. Shared Responsibility IV-F. Prof. Responsibilities

Evaluator Signature

Maryanne Ham (signed by **Maryanne Ham** on 2014-01-31 15:50)

Teacher Reflection

Please enter your comments on the evaluation.

Teacher Signature (indicates receipt)

Larry Lambert (signed by **Larry Lambert** on 2014-01-31 16:29)