Minuteman Observation Feedback Form

Name: Larry Lambert

School: Minuteman

Subject: Computer Technology

Grade: 10

Evaluator: Maryanne Ham

Date: Dec 3, 2013 2:51 PM EST

Elapsed: 0:00 sec

Shared: YES

Number of Students:

There were 10 students in class and one was a female.

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 to June 2014

[ ] Announced
[X] Unannounced

Observation Number:

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

Observation Date:

(if different from above)

December 2, 2013 from 8:30 to 9:21

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?

During this observation, students were working on an activity. They were given a scenario that they were to play the role of the "Tester." The students were in the testing stage of programming. They were asked to review their programs they created in VB, Python, and Java Script and identified problem areas that the teacher noticed and commented on in X2 as well as look for other issues. Once the problem areas were found they were to write out the problem with a detailed description in a document that would be fixed later by the Engineer--they will later play the role of the Engineer and fix these noted problems. I walked the room asking students what they were doing and all were able to tell me they were identifying problem areas and writing a description of the problem--they also knew they would be fixing the errors later. A couple students were fixing the problems instead of recording the problem to avoid writing, however, once discovered by Mr. Lambert they were quickly put back on task. At one time he gained the attention of the class and stated: "Ok, so your identifying the issues with each program that you are turning in. What we are really focusing on right now is software testing. You're a software tester, so right now your identifying every little thing that is wrong. The name should be related to the function, not application one. Second thing, this is specific to the VB stuff, when it comes up with default form 1, it should indicate to the user what that is. Any of the controls, when button 1 gets put on to the form, don't leave it as 'button'. If somebody had no idea, there should be enough information on what it does and how to use it." What belongs in the Python program for comments? [student] "the name of the file, who commented, and what it is." Ok, so if that is not there your simply losing points. Later we may be adding to that who did the testing too." As a result all students new the objective of the activity, why it was important, and the criteria for success enabling all students to progress toward meeting the intended outcome. (I-A-2 Child and Adolescent Development, I-A-3 Rigorous Standards-Based Unit Design)

There were a lot of notes written on the board from the earlier discussion of the activity. Here Mr. Lambert identified what information the students should be looking for in the testing stage for their grade; Application Name, Function Name, Category Names, Text on Controls, Test input to make sure it's valid, and given input's have the correct output.

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 this "real life skill" aligned to the framework that required higher order thinking skills, attention to detail critical thinking skills, and content writing. (II-A-1 Quality of Effort and Work, II-A-2 Student Engagement)

Strategies Used to Ensure Engagement

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

[ ] Framing the Learning
[X] 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
[X] Lesson Planned and Structured to Support Student Learning
[ ] Career Readiness Training
[X] Routines in Place
[ ] Other

Comments on Engagement Strategies

Mr. Lambert moved around the classroom stopping and talking with students that needed assistance or appeared not to be following directions. As a result, all students were engaged in the activity and working on the testing stage.

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
[ ] Homework and Review
[ ] Nonlinguistic Representations (Visual Cues/ Manipulatives/ CTE Hands on Practice and Modeling)
[ ] Cooperative Learning/ Interpersonal Work
[ ] Hypothesis/ Predictions
[ ] Activating Background Knowledge
[X] Technology Infusion
[X] Identifying Critical Information
[ ] Examining Errors in Reasoning
[ ] Using Academic Games
[ ] Debate/ Friendly Controversy
[ ] Setting Objectives/ Providing Feedback
[ ] Academic Writing
[X] 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
[X] Practice (Including CTE Hands on Practice and Modeling)
[ ] Modeling Thinking
[ ] Other

Comments on the use of Instructional Practices

This was a "real life" activity which was a reading/writing assignment that required critical thinking skills. Students had to review their work as a programmer and find problems within the program and then write a detailed description of the problems clearly so that another person (the engineer) could read, understand, and follow through with fixing the problem areas. (II-B-3 Student Motivation)

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 was circulating the classroom checking in with individual students. During this observation he assisted seven students individually, as well as addressed the whole group. [1-1 with a student] "You have some spelling errors, before you turn things in you should check spelling words. I know it is not your strong point,.... even if you have someone else look it over. Spelling is important, if you are developing a web page or a program, you are representing a company. Good." As a result, the challenging material was accessible to all students. (II-D-3 Access Knowledge)

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 independently on an activity at their computer stations.

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
[X] CTE Based Learning Activity
[ ] Consolidating & Anchoring the Learning (Summarizing)

Comments on Teacher Instructional Mode

Students were working on an activity as the teacher circulated the classroom. As a result Mr. Lambert was able to check in with all students and provide individual assistance.

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

This was a good observation, students were well behaved and engaged in their activity and Mr. Lambert was actively teaching for the entire observation.

Observation Evidence pertains to (check any that apply):

[ ] Progress toward attaining student learning goal(s)

This observation did not show evidence as it pertains to Mr. Lambert's SLG.

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

This observation did not show evidence as it pertains to Mr. Lambert's PPG.

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 2013-12-05 14:22)

Teacher Reflection

Please enter your comments on the evaluation.

Teacher Signature (indicates receipt)

Larry Lambert (signed by **Larry Lambert** on 2013-12-05 14:20)