

Minuteman Observation Feedback Form

Name: Larry Lambert
School: Minuteman
Subject: Computer Technology
Grade: 10

Evaluator: Maryanne Ham
Date: Mar 6, 2014 3:40 PM EST
Elapsed: 0:00 sec
Shared: YES

Number of Students:

8 students, 1 girl

Educator Plan:

- ☐ Self-Directed Growth Plan
☐ Directed Growth Plan
☒ Developing Educator Plan
☐ Improvement Plan

Plan Duration:

- ☐ Two-Year
☒ One-Year
☐ Less than a year (annotate below)

- ☒ Announced
☐ Unannounced

Observation Number:

This is Mr. Lamberts fourth observation and second announced observation of the cycle.

Observation Date:

(if different from above)

March 5, 2014 7:45-8:30

Observation Location:

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

PWD Classroom/Lab

Lesson/ Activity Objective

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

The objectives which were written in the Lesson Plan forwarded prior to the observation were: Students will demonstrate their mastery over material outlined by the above strands through their ability to discuss the content, answer questions related to the content and utilize the content to complete worksheets and network diagrams. (The strands which were outlined above were from Strand 2B 1-12: Explain basic network technologies. Mr. Lambert addressed the master objective at the start of his class, "ok, we're going to start networking today, we haven't really talked about it, I want to start off with an activity to kind of bring it to the front of your minds. Break up into 2 groups." As a result, it was clear to the students what they would know or be able to do at the end of this lesson.

Student Engagement Level

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

- ☒ All
- ☐ Most
- ☐ Some
- ☐ Few
- ☐ None

Comments on Student Engagement Level

All students were actively engaged in the lesson during the group activity as well as the discussion.

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
- ☐ 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. Lamberts lesson was well planned and structured. He framed the lesson well by announcing the objective and how the students were going to get there and why the activity was important. The activator activity at the very beginning of the lesson and pacing were appropriate to support the learning. The activator which was a group activity encouraged two groups to brainstorm and come up with as many terms as they could around networking. "put down as many terms that have to do with networking as you can---we're not talking about networking to get a job--not social networking. Ok, you have about 10 minutes to work on this. Don't worry about right or wrong, just stick up there what you think. Some things may be misconceptions, some may not be." When the students came together as a whole group discussion, Mr. Lambert was able to get inside the students' heads, consolidate and anchor the learning and ask questions using the information written on the post-it's from each group. As a result, Mr. Lambert was able to adapt his discussion to clear up misconceptions and confusion and emphasize important information.

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
- ☐ 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 kept the class momentum moving along, the activity and discussion closely matched the stated master objective. As a result the students were engaged, misconceptions were addressed and important information introduced.

Another observation was Name ability to anticipate confusion throughout the lesson. "?." Therefore the expectations were clear to the students and they were well behaved, the momentum of the class moved along and students were learning and engaged in the activity for the full class period.

Frequency of "Checks for Understanding" (formative assessment)

- ☐ No Checks for Understanding Observed
- ☐ 1-2 Checks for Understanding Observed
- ☒ Multiple Checks for Understanding Observed

Comments on Frequency of "Check for Understanding"

There were multiple ways Mr. Lambert checked for understanding. As he anticipated the students would have misconceptions about network technologies he provided an opportunity through the group activity for students to address what they knew at the beginning of the unit so he could clear up the misconceptions at the on set. Throughout the discussion Mr. Lambert had all students responding to his questions by asking how and why, open-ended, as well as, recall questions during the discussion. Although one student was called on to respond to each question at a time during this observation, most of the other students in the class would respond with a head shake or a quiet response as well.

Student Instructional Mode

How are students engaging in instruction?

- ☐ Individually
- ☒ In a small group
- ☒ As a whole class
- ☐ In partners

Comments on Student Instructional Mode

The students controlled the content of the discussion through their group work and during the discussion.

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 Transitions
- ☐ Demonstration
- ☐ Circulating
- ☐ Not in Room
- ☐ Lab Activity
- ☐ CTE Based Learning Activity
- ☐ Consolidating & Anchoring the Learning (Summarizing)

Comments on Teacher Instructional Mode

Although the teacher lead the instructional mode, all students were actively involved and very much engaged in the learning.

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

Commendations

Differentiating the learning, engaging all students, and anticipating confusion so that all students can learn the stated objective.
Breaking down complicated information into smaller pieces to allow all learners to understand the information.

Observation Evidence pertains to (check any that apply):

- ☐ Progress toward attaining student learning goal(s)
- ☐ * Progress toward attaining professional practice goal(s)

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 2014-03-07 09:35)

Teacher Reflection

Please enter your comments on the evaluation.

Teacher Signature (indicates receipt)

Larry Lambert (signed by **Larry Lambert** on 2014-03-08 02:18)