Minuteman Observation Feedback Form

Name:	Larry Lambert	Evaluator:	Maryanne Ham
School:	Minuteman	Date:	Nov 22, 2013 9:57 AM EST
Subject:	Computer Technology	Elapsed:	0:00 sec
Grade:	9	Shared:	YES

Number of Students:

This was an exploratory class of 10 students; 5 boys and 5 girls.

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 - June 2014

[X] Announced
[ ] Unannounced

Attachments:

Post-Observation Conference Notes - Nov 22, 2013 9:58 AM EST - Uploaded by: Maryanne Ham

Observation Number:

Larry Lambert has been teaching as a Programming and Web Development teacher since September 2012. He is in his tenth year of teaching and his second year of teaching at Minuteman; this is his first announced observation of two for the 2013-14 school year.

Observation Date:

(if different from above)

November 13, 2013; 12:15-1:35

Observation Location:

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

PWD Classroom, Room 3n20

Lesson/ Activity Objective

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

During our pre-observation meeting, Larry explained to me that the overarching goal was, "Students will be exposed to the maximum amount of material possible in two days." He also expressed that the master objective for this lesson was, "students will leave with a basic familiarity of the components of a computer." I did not observe Larry sharing framing the learning, however, during the Post-Observation Larry clarified he had framed the learning earlier in the day to the students. He also showed me the bulletin board that had a poster of the Computer Hardware Objectives I had missed during the observation (See Attached). He explained to me at the beginning of the day he shared with the students the activities for the day and these activities were written on the white board followed by explaining why each activity was important. "I explained to the kids that hardware is their tool and they should be able to do miner hardware upgrades??so you have some familiarity with how to maintain a computer." The objectives listed on the poster were:
Students will be able to:
List the parts inside a computer and describe how they connect together and are compatible.
Describe how to protect themselves and the equipment against the dangers of electricity.
List the tools they would need as a PC Technician and describe the safety precautions to be taken when working around computer equipment.

Larry transitioned the students from Alice to Computer Hardware. He used computer components as an activator where he discussed the component and passed it out to the class to touch and discover; leaving them with a question to be prepared to answer with each object. "We're moving on to computer hardware. I have a box of tricks?..I'm passing these on to you. Be ready, I'm going to ask you what kinds of connectors are there and what makes them work. ?. I will have some questions for you." ?. Where do the wires for the data connect on this? [Student points to the area on the component.] alright, down on the end, what are these four like fatter pints? [wait time] anybody know? [student: "power?"] What's inside that stores the data? [student: magnets] there are magnets, ok these are platters, you can see the shiny metal inside, magnetizes or demagnetizes data on the disk. Reading or Writing. What is it reading or writing? Someone told me earlier. [student: code] what kind of code? [student: binary]

Larry's lived objective closely matched the intended objective for this lesson 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)

Attachments:

Posted Master Objectives, Content Vocab Handout and Extension Activities - Nov 22, 2013 10:04 AM EST - Uploaded by: Maryanne Ham

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

I observed a number of teaching strategies used to keep the students engaged in the lesson during this observation. For example during the 20 minute demonstration "show and tell" Larry asked 13 questions using appropriate wait time, pressing on, and at times checking for understanding. i.e. "Ok, while these are being looked over, what kind of storage is a hard drive? [Student: data] ok, it's storage for data [Student: USB?] ok, sometimes people refer to HD as storage?starts with a 'P'?.[a few kids throw out answers] permanent [he writes permanent memory on the board] vs. temporary or memory chips." The questions were answered randomly by students and not all students responded to questions, therefore, it is difficult to know if all students mastered the objectives,. It is clear that this lesson did not become stuck on coverage, involvement or the activity; it was well balanced, focused on the intended objectives, creating an opportunity for hands-on collaboration, discussion and learning. (I-A-2 Child and Adolescent Development, I-A-3 Rigorous Standards-Based Unit Design)

Strategies Used to Ensure Engagement

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

[X] Framing the Learning
[X] Noticing and Reacting when Students are not Engaged
[ ] Equitable Distribution of Questions and Responses
[X] Proactive Student Grouping
[X] Managing Response Rates
[ ] Using Physical Movement
[X] Effectively Addressing Problem Behaviors
[X] 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

Planning to maintain the momentum of the lesson was a conscious effort on the part of the instructor. He provided 15 minutes for the students to finish up Alice after lunch and then summarized via a discussion of why Alice was an important activity. ("We'll summarize exactly why we did this, we talked earlier about what we do in this shop; do you remember why we use Alice? [Student responds: "Learning Programming."] We chose these blocks and it allows us to program what? [Student responds with prompting: program?..actions?..decisions] Let me see yours Al; now yours is the same as hers-like, what else did you do? [Student responds: "skating"] ?.. Before tomorrow, I'll show you some programs: VB, Python, Java, and C++.") He then spent 20 minutes demonstrating "show and tell" of his box of tricks asking specific questions about the components, [Larry hold's up a memory chip] "this is temporary storage, and Lilly and I were having a conversation about this earlier. Can also be referred to as volatile---makes it go away. What makes it go away? [student answered] no, it's actually when the power goes out." The demonstration was followed by 40 minutes of group work: "One group is four and two groups are three?.ok, we're going to do this randomly?.[pointing to students one next to the other] "you're in group 1, group 2, group 3." During this phase of the lesson each group received tools and a computer to disassemble and reassemble. Students were encouraged while disassembling to take notes, draw diagrams, and/or take pictures with their cell phones to assist them with the reassembly.

As a result the lesson went smooth, was inviting and motivating creating an environment where all students were fully engaged during this entire lesson. (II-B-I Safe Learning Environment, II-B-2 Collaborative Learning Environment, II-B-3 Student Motivation)

Attachments:

Exploratory PWD Lesson Plan - Nov 22, 2013 10:03 AM EST - Uploaded by: Maryanne Ham

Instructional Practices Used to Help Students Interact with Content

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

[X] Identifying Similarities and Differences
[ ] Summarizing and Note Taking
[ ] Homework and Review
[X] Nonlinguistic Representations (Visual Cues/ Manipulatives/ CTE Hands on Practice and Modeling)
[X] Cooperative Learning/ Interpersonal Work
[ ] Hypothesis/ Predictions
[ ] Activating Background Knowledge
[ ] Technology Infusion
[X] Identifying Critical Information
[X] 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
[X] Differentiation to Meet Student Needs
[X] Practice (Including CTE Hands on Practice and Modeling)
[ ] Modeling Thinking
[ ] Other

Comments on the use of Instructional Practices

Larry used many instructional practices in this lesson to help the students master the objective including group discussion, using technology, framing the learning, providing an opportunity for a cooperative learning hands-on-project and visuals/models for students to look at, touch and discuss, as well as providing a handout of content terminology for students to use to identify components by name. As a result the students have access to a variety of attributes to differentiate the activities and experiences so all can access the learning. (II-D-3 Access to Knowledge)

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"

Larry asked questions randomly throughout the lesson to check for understanding and students responded to the questions individually as well as within their groups. I observed every student touching the components to the computer, discussing their uses and location, using tools to disassemble and reassemble the computer with one or two students in each group recording. Larry circulated the classroom checking in with each group checking for understanding frequently by asking probing questions. "alright, so have at it! As I see certain things being exposed, I'm going to ask questions. Some will be related to what we talked about and some are from the hand-out identifying the components listed. ? [teacher moves to group 3] Student (Lilly) "is this suppose to be hooked on to something?" Teacher: "What is it for? When you see one black and one red wire? What does that mean?" Student (Lilly) "ok, ones positive and ones negative." Another student in group clarifies, "ok, red positive and black negative." Teacher: "hot and a neutral, so that is telling us inside the computer we're dealing with DC, see some of these things are connected to what you already know." This was a highly engaging lesson that was interactive and encouraged collaboration, hands-on activities, discussions, recording, memory, building on previous learning, using content vocabulary while learning the master objectives. As a result, Larry was able to work in small groups and determine whether or not students understood the lesson and help them if needed to unscramble confusion. (I-B-I Variety of Assessment Methods)

Student Instructional Mode

How are students engaging in instruction?

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

Comments on Student Instructional Mode

Students were working on their stories in Alice independently at the beginning of class, followed by a highly interactive group demonstration/lesson, and ending with a small group hands-on activity.

Teacher Instructional Mode

What is the teacher doing to deliver instruction?

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

Comments on Teacher Instructional Mode

Using a variety of activities to differentiate the learning kept the momentum of the class moving along and students learning and engaged in the activity for the full class period.

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

Overall the lesson went well, students were well behaved, engaged, and interested in the learning. Larry is on target of meeting a proficient rating for Standard I: Curriculum, Planning, and Assessment and Standard II: Teaching All Students.

Commendations
Providing a positive differentiated learning environment that kept up the momentum where all students can access the learning through a variety of activities and experiences.

Recommendations
As discussed in our Post-Observation meeting, Larry would like to include additional richer, motivating, higher-level thinking activities for those students who move at a much quicker pace through the activities.

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 Larry's student learning goal or his professional practice goal.

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

This observation did not show evidence as it pertains to Larry's student learning goal or his professional practice goal.

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 2013-11-22 10:09)

Teacher Reflection

Please enter your comments on the evaluation.

Teacher Signature (indicates receipt)

Larry Lambert (signed by **Larry Lambert** on 2013-11-22 10:32)