

Minuteman Observation Feedback Form

Name: Larry Lambert
School: Minuteman
Subject: Computer Technology
Grade: 9

Evaluator: Maryanne Ham
Date: Mar 20, 2014 3:38 PM EDT
Elapsed: 0:00 sec
Shared: YES

Number of Students:

9 students in class, one student was having difficulty focusing.

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 was Mr. Lamberts fifth observation and third unannounced observation.

Observation Date:

(if different from above)

March 20, 2014 from 10:34-11:15

Observation Location:

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

PWD Classroom

Lesson/ Activity Objective

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

Students were working from a Visual Basic text book that had master objectives written in the front of the chapter, Chapter 6. As this observation began in the middle of the lesson, students were asked by the observer what they were learning. "We're learning Visual Basic...we're learning about loops." "I'm learning Review 10 which is putting in capital letters and converting them to Unicode."

At the end of the observation, Mr. Lambert as clarifying questions to help the students understand why they were doing the exercises in the book.

"What are we working with right now?"; Student: "loops"

"What else?"; Student: strings

"What are we doing in general.....starts with an (M).....it's an odd word,.....if I take things and move them what am I doing.?" Student: "manipulating"

"So we can do things with strings...what?" Student: "concatenation"

"What does it mean?" Student: "you put in one part of a string and put them together."

"Ok, so what are some of the other operations we're doing? Student: "cutting them into substrings."

"Ok,some examples would be?" Student: "taking a first and last name"

"ok, if I were to extract the data from X2 what does that coursework look like?" Student "Last name and First name"

"somebody besides Isac" Student: "it would be able...."

"Well, but what I don't like that....what can I do string manipulation wise...I got last name and first name.?" Student: "put the first name first and last name second."

"Ok, store the two in to different variables, no people who typed that in, cap lock on, no cap lock, wild....string manipulation wise, what can I do with that?"

Student: make it all upper case

"ok...getting really sophisticated....if I took this....but, can't you take this, break it apart, a variable First name and a variable last name, I'm going to convert to lower case and then what? Student: "capitalize it."

"do a two upper....then concatenate, then what's my result?" Student: "first name, last name"

"So no matter what people do with the data they can correct that problem. Does this put things in a little bit better perspective."

Students: heads up and down

As a result of the teachers check for understanding, the students had a better idea as to why they were doing the activities.

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

One student had his head down during the entire observation, at one time he was found sleeping. All other students were engaged in the learning.

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

Students were quietly working independently and at times, working together to work through a problem.

Teacher prompted student not engaged over the 50 minute observation three times. This student has loud outbursts and Mr. Lambert approached the situation appropriately with caution.

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

Students were working from a text book, allowed to use each other for a resource before asking teacher, and received one-one help if needed.

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"

circulating the classroom and working one-one or one-two.

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 instructional mode was student centered.

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

Mr. Lambert circulated the classroom providing assistance to one or two students at a time.

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

The environment was quiet, safe and conducive to learning. The students were focused and engaged on their learning. Mr. Lambert had a calm and pleasant demeanor and circulated the classroom. Students whom were waiting for Mr. Lambert, only waited a couple of minutes before going back and trying again. For example: 10:45 - 10:50 two students are trying to figure out a solution to their problem, at one point they both got up to ask for help. "let's go ask him as a team." They stood near by after asking him for help for 30 sec. "Let's go back and try until he comes over." As a result, all but one student were engaged in their learning for the entire observation.

Recommendation: Record the master objective on the white board and refer to it often.

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 2014-03-20 17:02)

Teacher Reflection

Please enter your comments on the evaluation.

Teacher Signature (indicates receipt)

Larry Lambert (signed by **Larry Lambert** on 2014-04-17 11:21)