

ORIGINAL TEACHER OBSERVATION/WALK-THROUGH FORM

(actual completed form with limited actionable/usable feedback from Evaluator)

Walkthrough - Teacher

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Name:
Evaluator:
School:
Elapsed:
Shared: YES

Class/Subject

Preschool--Group Time

Lesson/ Activity Objective

What is the "easily discernible" topic, skill, or concept that is the learning goal of the lesson or activity? The objective should be posted or students should be able to articulate what the point of the lesson is.

Observed: *Graphing, fine motor, language, comprehension, art--using a variety of materials*

Standard I-A: Curriculum and Planning

Student Engagement Level

Teacher consistently engages students in active learning experiences. Defined as students actively participating (listening or responding) or focused on a task.

- All
- All-1
- Most (90%-99%)
- Some (50%-89%)
- Few (49% or less)
- None

Child and Adolescent Development *Defined as having ?expert knowledge of the developmental and academic level of teacher's own students?*

- Differentiates and expands learning experiences for all
- Differentiates learning experiences for some
- Differentiates learning experiences for few
- No differentiated learning experiences

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Type of Differentiation Observed:

- Content/Skill Development
- Learning Style (i.e., tactile, kinesthetic, visual , auditory, support tools)
- Student Product
- Support (i.e. 1 to 1 small group)
- Learning Time (Giving additional time on learning etc.)
- Flexible, fluid groupings

Unit Design *Defined as having rigorous standards-based unit design.*

- Teacher identifies and refers to essential questions/UNIT objectives
- Teacher administers formative assessment which drive instruction
- Lesson objectives are posted and referred to in student friendly terms
- Activities are differentiated with flexible grouping
- Students can clearly explain the UNIT objective
- Students are able to explain their thinking / demonstrate knowledge

Well-Structured Lessons - POWER ELEMENT *Defined as The activity or assignment should directly contribute to the point or objective of the lesson. The pacing of the lesson should be appropriate given the task and coincide with student readiness.?*

- Teacher identifies and refers to essential questions/ lesson objectives
- Teacher administers formative assessments which drive instruction
- Lesson objectives are posted and referred to in student friendly terms
- Students are able to clearly explain the lesson objectives
- Classroom rules/expectations are visible
- Materials are prepared and accessible for students (Provisioning)
- Time is maximized for learning
- Lesson is structured to support student learning (ie. centers, workshop, small-group, labs)
- Teacher scaffolds content for students in need
- Students collaboratively work with one another with discussion relative to the lesson objectives
- Students are able to manage their own time and resources

Standard I-B: Assessment

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Assessment Methods: What is being used to assess student learning?

- Pre-test / Post-test
- Pencil/Paper Task
- Student Check-In
- Oral Question-Answer
- Final Product
- Peer Review
- Student Survey
- Teacher Observation
- Common Assessment
- Simple formative assessment (i.e. fist to five, thumbs up thumbs down, checklist, do now or exit ticket)
- Student self- reflection/assessment/rubric
- Summative Assessment (End of unit/chapter, benchmark)

Adjustment to Practice: How do teachers respond to the assessment data?

- Organizes results from a comprehensive system of assessments to guide instruction
- Monitors progress and frequently adjusts intervention
- Analyzes results from a variety of assessments and adjusts instruction
- Analyzes student data and builds lessons based on data
- Identifies and implements appropriate differentiated interventions/supports based upon student needs.
- Participates in grade level or subject team collaboration around meeting the needs of students/best teaching practices
- Not observed during this walk-through

Comments on Standard I-B: Assessment: (for Evaluator feedback) *(none given)*

Standard I-C: Analysis

Analysis and Conclusions: Teacher is able to ?analyze data from a variety of assessments and draws conclusions.?

- Draws appropriate conclusions and makes short- and long-term instructional decisions
- Interprets information and ideas effectively
- Gathers information as needed to consult effectively and efficiently
- Understands participants' responsibility and goals
- Establishes credibility by suggesting a variety of options, alternatives, resources or strategies
- Works collaboratively to assess a wide range of student data to improve learning and growth by student
- Not observed during this walk-through

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Sharing Conclusions With Colleagues:

- Is a regular contributing member of their PLC's
- Is receptive of the feedback and ideas expressed by colleagues and others and uses the feedback to improve student learning
- Encourages input from participants
- Facilitates communication promoting a spirit of compromise and cooperation
- Occasionally shares data with colleagues and occasionally seeks feedback
- Rarely shares data with colleagues
- Not observed during this walk-through

Sharing Conclusions With Students - POWER ELEMENT: Communicates student progress/data with students that focuses on student growth and improvement.

- Feedback is provided appropriately (whole class, small group and/or individually)
- Assessment results are provided/reviewed with constructive feedback in a timely manner
- Students are able to discuss personal achievement and what they need to do to improve
- Students feel comfortable to consult with teacher
- Not observed during this walk-through

Sharing Conclusions With Families - POWER ELEMENT: Communicates student progress/data with families that focuses on student growth and improvement.

- Feedback is provided appropriately (Email, phone, progress reports, conferences)
- Assessment results are provided/reviewed with constructive feedback in a timely manner
- Teacher provides parents with tools to help support student learning.
- Teacher provides parents with specific recommendations and materials to support student learning
- Not observed during this walk-through

Comments on Standard I-C: Analysis: (for Evaluator feedback) *(none given)*

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Standard II-A: Instruction

Quality of Effort and Work: Defined as ?using high expectations regarding content and quality of effort and work.?

Students are able to define and set high-expectations for themselves based on model(s) provided.

- Students are able to define and set high-expectations for themselves
- Teacher defines high-expectations and provides rubrics, exemplars and guided practice
- Teacher sometimes defines high-expectations with few exemplars an rubrics
- Teacher defines few or low expectations around quality of work and effort

Strategies Used to Ensure Engagement: What is the teacher doing to ensure that all students are engaged in meaningful learning activities?

- 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
- Other

Meeting Diverse Needs - POWER ELEMENT: In addition to required IEP accommodations, what is the teacher doing to accommodate diverse learning styles, needs, interests and levels of readiness?

- Determining student interest and applying to instructional content
- Pre-assessment to identify student need
- Summarizing and Note Taking
- Nonlinguistic Representations. Visual Cues/ Manipulatives
- Cooperative Learning/ Interpersonal Work
- Hypothesis/ Predictions
- Activating Background Knowledge
- Technology Integration
- Examining Errors in Reasoning
- Using Academic Games
- Debate/ Friendly Controversy
- Higher Order Thinking and Questioning
- Use of Questions, Prompts, and Cues to Scaffold Learning
- Inquiry, Role-Playing, and Experiential Learning Activities
- Educational Organizers
- Practice
- Modeling Thinking
- Tiered Intervention
- Hands-on or other Tactile Learning
- Anchor activities
- Rubrics to demonstrate expectations
- Use of support personnel and system to assist students/families

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Comments on Standard II-A: Instruction (for Evaluator feedback): *(none given)*

Standard II-B: Learning Environment

Safe Learning Environment: What does the teacher have in place to promote a safe and healthy learning environment?

- Classroom Appearance - Organized, neat & uncluttered
- Classroom Appearance - Learning goals/data is displayed
- Classroom Management - Safe & orderly environment
- Classroom Management - Routines & procedures are evident

- Classroom Management - Evidence that students understand behavioral expectations
- Classroom Management - Evidence that students share responsibility for effective operations
- Classroom Management - Positive behavior is reinforced
- Classroom Management - Negative behavior is addressed through redirecting/proximity
- Classroom Management - Teacher circulates throughout the classroom
- Classroom Management - Teacher manages/monitors many activities simultaneously
- Classroom Management - Teacher manages proactively & calmly
- Classroom Management - Teacher displays energy & enthusiasm
- Classroom Management - Time is used effectively & efficiently
- Classroom Culture - Respectful, positive student-teacher relationships are evident
- Classroom Culture - Students demonstrate mutual respect
- Classroom Culture - Students are comfortable sharing ideas, questions, concerns, or needs
- Classroom Culture - Evidence of celebrating student success
- Classroom Culture - Evidence of developing leadership skills (e.g., using 7 habits)

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Teacher Instructional Mode: What is the teacher doing to deliver instruction?

- Whole Class Direct Instruction - Students are asking & responding to questions
- Whole Class Direct Instruction - Students are listening & note taking
- Whole Class Direct Instruction - Students are participating in discussion
- Small Group (or Paired) Direct Instruction - Students have defined responsibilities
- Small Group (or Paired) Direct Instruction - Students encourage one another
- Small Group (or Paired) Direct Instruction - Students are collaboratively producing a product
- Small Group (or Paired) Direct Instruction - Students are collaboratively problem-solving
- Small Group (or Paired) Direct Instruction - Students are participating in discussion
- Small Group (or Paired) Direct Instruction - Students are presenting
- Individual Instruction - Students are independently producing a product
- Individual Instruction - Students are independently solving problems
- Individual Instruction - Students are independently practicing/applying lesson concepts
- Individual Instruction - Students are presenting
- Individual Instruction - Students are silently reading
- Individual Instruction - Students are writing
- Individual Instruction - Students are researching information

Student Motivation: What does the teacher do to give students ownership of learning?

- Student-teacher conference about individual work
- Students using data to track/set learning goals
- Progress monitoring is shared with students
- Peer Coaching
- Teacher provides and students use models/exemplars to help improve student learning
- Students use rubrics and reflect upon his/her own learning
- Teacher supports student generated learning goals

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Standard II-C: Cultural Proficiency

Respects Differences

- Students are not afraid to ask questions or take academic risks
- Teacher utilizes Responsive Classroom strategies
- Teacher encourages "Cultural" celebrations/diversity and acceptance of others
- Teacher supports and identifies core values and positive behaviors (ie. PBIS)
- Teacher acknowledges both individual and cultural differences and identifies these differences in a positive manner.
- Social skills such as respect and cross-cultural understanding are modeled, taught, prompted, and reinforced by the teacher.
- Teacher teaches students to match their behaviors to the setting. (ie. Teaching students the differences between their home, school, and community settings can help them switch to appropriate behavior for each context)
- Not observed during this walk-through

Maintains Respectful Environment: Teacher actively creates and maintains an environment where students are respected and differences are accepted.

- Teacher anticipates and responds appropriately to conflicts or misunderstandings
- Teacher uses classroom/school rules and expectations as a teaching tool
- Teacher reinforces desired behaviors in the classroom and school environment
- Students understand and respect turn taking (ie. speaking and listening)
- Teacher ignores conflicts or misunderstandings and/or responds inappropriately
- Not observed during this walk-through

Comments on Standard II-C: Cultural Proficiency (for Evaluator feedback): *(none given)*

Standard II-D: Expectations

Clear Expectations - POWER ELEMENT

- Rules/Norms displayed
- Essential question / lesson objective is displayed
- Routines/Schedule displayed
- Students are able to clearly explain the lesson/unit objectives
- Teacher provides and students use models/exemplars to help improve student learning
- Students using rubrics to self reflect
- Positive Learning Environment

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High Expectations for All Students - POWER ELEMENT

- Student rubrics are aligned to standards
- Positive personal relationships developed among peers and adults
- Students participate in peer coaching
- Use of models/exemplars
- Students use problem-solving / decision-making strategies
- Students take responsibility for own learning

Access to Knowledge: Are knowledge, information and/or supports accessible for all students?

- Teacher individually and with colleagues consistently makes adaptations to instruction, services, plans, communication and/or assessments to provide accessibility for all students
- Teacher individually consistently makes adaptations to instruction, services, plans and communication and/or assessments to provide accessibility for all students
- Teacher occasionally makes adaptations to instruction, services, plans, communication and/or assessments to provide accessibility for all students
- Teacher rarely makes adaptations to instruction, services, plans, communication and/or assessments to provide accessibility for all students

Comments on Standard II-D: Expectations (for Evaluator feedback): (none given)

General Comments for the Teacher

Writing numbers 1-5 is an effective way to extend learning and promote higher level task with this activity. It was evident that the adults in the classroom have a strong grasp of the supports students need to ensure success. If you have a chance, I would like to suggest that you observe -----'s small group time. The management that she has employed during small group time offers students a different level of student engagement that you also might like to try! Just want to offer an opportunity for you to observe one another as part of common planning. Good job.

Evaluator Signature

(signed by -----on 2014-09-26 14:39)

Teacher Reflection (Please enter your comments on the evaluation.)

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Teacher Signature (indicates receipt)

(signed by ----- on 2014-09-29 21:06)

New Process and New Form

- The Ed. Eval. committee, at this point, created our **NORTHBRIDGE NORMS** – four power elements that the group felt would align with our District Accelerated Learning Plan goals; focus professional development, as well as teacher’s individual and team goals; and, guide us through the Ed. Eval. revision process
- The length and specificity of the walk-through/observation form was hindering Evaluator’s ability to provide realistic and actionable feedback from which teacher’s could take corrective action or make improvement, so after several iterations, we created a teacher/evaluator friendly form that aligned with our NORMS

Northbridge Norms

2014 – 2015

Well-structured lessons

Northbridge Public School teachers design lessons based on MACF and common core standards with clear posted objectives and activities that reflect the learning goals and provide multiple learning opportunities for ALL students.

Student Engagement

Northbridge Public School teachers inspire student learning by using instructional strategies that provide authentic and challenging learning tasks in a classroom environment that promotes higher order thinking and collaborative student learning.

Meeting Diverse Needs

Northbridge Public School teachers use differentiated instructional strategies, multiple forms of assessment, and support structures that meet the needs of ALL students in the classroom.

Adjustments to Practice

Northbridge Public School teachers use data to inform instruction and create interventions, enhancements and modifications to lessons to address student strengths and weaknesses.

Every Classroom . . . Every Student . . . Every Day

CLASSROOM VISIT FEEDBACK FORM

(NEW FORM – with actual evaluator feedback for same teacher/same Evaluator – actual length two pages))

Name:
Date: Mar 9, 2015 12:24 PM EDT

Evaluator:
Elapsed: 10:15 min

School: Northbridge Elementary School
Shared: YES

Class/Subject: Calendar Math and Meeting

A. Focusing on Curriculum and Planning

Students can articulate what they are supposed to know and be able to do by the end of the lesson.

Yes

No

Comment: *Students were able to check in" successfully*

Learning Objective is identifiable (posted or communicated)

Yes

No

Comment: *Vocabulary terms for the start of a new unit were posted in each center and explained by the teacher to each group.*

B. Focusing on Instruction

Grouping format(s) observed:

Whole Group

Small Group

Pairs

Individual

C. Focusing on Students

Student Actions Observed

Creating Products

Filling in Worksheets / Organizers, etc.

Problem-Solving

Listening

Speaking (ie. Presenting, Student Discourse, etc)

Reading

- Writing
- Transitioning
- Using Hands-On Materials
- Note-taking
- Other

Comments: *students were also answering questions individually, and as a group, and greeting one another appropriately*

Student Thinking Skills Demonstrated:

- Remember (recognize, recall)
- Understand (interpret, classify, compare, explain, infer)
- Apply (execute, implement)
- Summarize
- Analyze (differentiate, organize, attribute)
- Evaluate (check, critique)
- Create (generate, plan, produce)

Teacher actions observed:

- direct instruction/front of class
- conferencing with students
- modeling
- facilitating (groups)
- formative assessment
- using multiple strategies
- collecting/using data
- higher order questioning
- using technology to enhance instruction
- providing meaningful feedback
- adjusting practice as needed during lesson
- encouraging student discourse

Positive instructional or Collaborative Strategy (ies) Used: *(please cite evidence of impact)*

Involving students with posting lesson vocabulary words in various centers is an effective approach to set a standard of high rigor and connect learning through play. Words that were posted included: length, longer, longest, short, shorter etc. Your calendar/meeting routines had a clearly defined structure which effectively maximizes student learning. After a quick intro to the capital letter B, students were observed "air writing" with teacher model and independently writing it on the white board as part of student attendance. In addition to these strategies, you also identified students through the spelling of their name (S-A-D-I-E) when assigning jobs and using student selected problem-solving techniques when identifying the number of students in attendance (selecting the number of fingers to represent $11 = 5 + 1 + 2 + 3$) all promoting high rigor.

Question(s) for Teacher Reflection and to Support Observer Understanding

During what other times of the day/week are students involved with lesson vocabulary (in addition to review and posting them)?

Recommended Next Step(s) re: Instructional or Collaborative Strategy : *(please cite evidence of why needed)*

I noticed that some of the student written "B" were of various sizes and one with improper formation. That said, It may be beneficial to have a model displayed for students to self-check and correct themselves when needed.

Evaluator signature:

(signed by ----- on 2015-03-09 13:08)

Evaluatee reflection:

Through out the unit we review various vocabulary. Preschoolers will discuss the "words of the day" and if "caught" using one, they can get a sticker out of the sticker box. It helps reinforce the vocabulary throughout the unit. I also like when a preschooler says to me, 'Mrs. F... so and so just said one of our words.' Then they both get stickers. In that instance, it's using the language and listening for it! In regards to the letter B writing on the board, we have "The Dr. is in day." Usually, towards the end of the week, we sit at circle time, and look at the letters. If you letter is sick, you can be the doctor and fix it. For example, "danglingitis" is cured by erasing your letter and re-writing it, so it bumps the bottom. Preschoolers love when the "Letter Doctor is In." The crazier the diagnosis the better, all the while it helps preschoolers reflect on the writing in a non-threatening way. I am glad you observed the counting. My increased awareness of math concepts has evolved from the math course I completed last summer. This preschool class has impressed me with their understandings and abilities. Thank you!

Evaluatee signature (Indicates receipt)

(signed by ----- on 2015-03-10 22:39)