

Teacher: _____

Date & Time: 11/10/14 10:31am

Subject: EVA

Objectives - Posted and reviewed: yes no

Student Engagement: 100%

* Continued - Walking around - Students

Comments: - Data ✓ of students instead, Warm-up Bell to Bell work! (on task) following through w/ procedures. (Stamping Warm-up)

Teacher was:	Students were:	Support Staff:	SJOP Components:	Resources:
Providing Feedback	Centers	Utilized	Building Background	Worksheet
Lecturing	Off-task	Not utilized	Lesson Delivery	Textbook
Modeling	Individual work	P/A	Lesson Preparation	Document Camera
Monitoring/Walking Around	Pairs		Strategies	Prom. Board
At Desk	Small group		Review/Assessment	Whiteboards
Checking student work	Whole group		Comprehensible Input	Manipulatives
Demonstrating/Explaining	Intervention		Interaction	Charts/Maps/Globes
At Computer				Listening Centers
Direct Instruction	* Gave students opp to			Computers
Performing Clerical Tasks	relate text after to			TV/VCR/DVD
Conferencing	combing to			Audio book
				notebooks

Handwritten signature

Mrs. Penzal

School Observation Form

Kapeka

School Name: CCAMS

Observation Date/Time: 2/11/15 2:05pm

Instructional Practice

Lecture _____ Small group instruction Independent Practice
Demonstration/Modeling _____ Lab _____ Cooperative Learning
Small Group Instruction /Workshop _____ Centers _____ Graphic Organizer _____
Hand On Inquiry _____ Audio-Visual _____ Assessment _____ Discussion _____
Reading _____ Questioning _____

students selected to complete warm-up on board - loni cono ni multiplication drill practice

Types of Differentiation Observed

_____ small group instruction _____ division of students by skills/strategies
assessment based instruction _____ individual or small group conferencing _____ students
tracking their progress instruction is adjusted based on on-going assessment (i.e. questioning,
visual signal) _____ students are provided with choices _____ none were observed

-multiplication drill

Types of Formative Assessments Observed During the Lesson

Question/Answer _____ Short Tests/Quizzes Peer-Self Assessment _____
Pictorial/Visual Representations _____ Written Response/Journal _____ Conferencing _____
Exit/Admit Slips _____ Collaborative Activities _____ none were observed.

multiplication drill

Types of Connections to Learning Standards Observed -NONE

Visual presentation of Standard in a manner that can be measured _____ Oral presentation of
Standard to Provide Context for learning _____ Student Presentation of Standard to CFU

Types of Student Activities Observed

Independent seat work (worksheets) Independent seat work (projects or extended
learning activities) _____ Student Writing _____ Student Reading _____
Student Discussion structured to advance proficiency _____ Computations _____ Tracking
their own progress _____

WARM-UP

Level of Student Engagement Observed High (80-100%) _____ Medium High (60-80%)

_____ Medium Low (30-60%) _____ Low (below 30%) _____
Rubric includes the following criteria. (1) Positive Body Language (2) Consistent Focus (3) Verbal
Participation (Students express thoughtful ideas, reflective answers, and questions relevant or appropriate
to learning.) (4) The context of instruction is relevant to the students. (5) Students are willing to go beyond
minimum levels of expectations.

Types of Rigor Observed (based on what students are asked to do)

Application/Comprehension/Knowledge _____ Analysis/Synthesis/Evaluation _____

Types of Relevance Observed (based on what students are asked to do)

Knowledge in one discipline _____ Application of Knowledge in one discipline _____ Application
across disciplines _____ Application to real-world predictable situations _____
Application to real-world unpredictable situations _____

content obj: "Students will be able to produce a wording for unit
to vocabulary"

it was great seeing Alexandra volunteer to complete a warm-up question

2:05-209

Math drills passed out while students completed warm-up

2:09 students called to complete warm-up
- 1/2 of class following along/looking @ board while students complete problems. The rest... talking, playing w/pencil, etc.

NICE JOB WALKING ^{STEPS/} THROUGH PROCESS/HOW TO COMPLETE #4 -- NO opt out. Miss I like how you ask that you engaged him out "how did you figure out what 7×7 is? Maybe use project?!!" Instead of calling

- 218 - class became talkative while some students are working through problems on the board.
- 221 - NOISE level of students further up -- too much down time
- 225 - done w/warm-up - Math drill independent practice
- 226 Partner practice } student smooth transitions
- 227 drill partner practice
- (228 MA: "I would venture to guess shes doing more today because you're here")
- 229. Indep. P "test"
- 230 - trade & grade
- 232 "I found the mistake. Carlos! I found the mistake, you subtracted wrong... the rest was correct."
Nice follow-up
- 234. Return materials, put desk back

2:05-209 - math drills passed out while students completed warm-up

235 class volume ↑ again -- seems to ~~take~~ ~~take~~ ~~take~~ too much down time

235 3 min to complete 4 problems $\langle, \rangle, =$

~~Does~~ ~~Does~~ students collecting math drill materials have to complete? (Hill, H+)

238 - students display index card on doc. cam

- when A2 was called up students laughed... she said "leave me alone" when she displayed her answers (all greater than) the class laughed. Allowing this is unfair!

241 again students are off track... 9 students came up to display their incorrect answers on the document camera. Not one student had to explain... what's the purpose?

242 you began to walk students through problems

243 - "you guys are going to need your vocabulary!"
- you have the rest of the hour to complete, if you don't complete in class it's homework.

- directions given verbally "some as always guys"

The Leona Group
Two Minute Classroom Walk-Through Tool

School Name: _____
 Teacher Name: _____ Grade/Subject: _____
 Date: _____ Lesson: _____
 Number of Students: _____ Observer: _____

CURRICULUM

Lesson Plan Present Yes No
 Objective Evident To Student (s) Yes No
 Posted: Content Language

INSTRUCTION

Instructional Practices

<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Use of Rubrics	<input type="checkbox"/> Lecture	<input type="checkbox"/> Project Based
<input type="checkbox"/> Classroom Discussion	<input type="checkbox"/> Testing	<input type="checkbox"/> Lecture w/note taking	<input type="checkbox"/> Presentations
<input type="checkbox"/> Hands on Manipulatives	<input type="checkbox"/> Independent Practice	<input type="checkbox"/> Modeling	<input type="checkbox"/> Activating Prior-Knowledge
<input type="checkbox"/> Centers	<input type="checkbox"/> Guided Practice	<input type="checkbox"/> Teacher Lead (Q&A)	<input type="checkbox"/> Building Background Knowledge

Research-Based Strategies

<input type="checkbox"/> Identifying Similarities/differences	<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Support staff utilized *
<input type="checkbox"/> Summarizing/note-taking	<input type="checkbox"/> Reviewing Objectives	<input type="checkbox"/> Interventions
<input type="checkbox"/> Reinforcing effort/feedback	<input type="checkbox"/> Conferencing	<input type="checkbox"/> Student/Teacher Interaction
<input type="checkbox"/> Reinforcing vocabulary	<input type="checkbox"/> Graphic Organizers	<input type="checkbox"/> SIOP Strategies
<input type="checkbox"/> Nonlinguistic representations	<input type="checkbox"/> Differentiated Instruction	

Assessment

Formal Informal Authentic State Achievement Practice Other

LEARNER

Student Actions

Reading Writing Listening Speaking Hands-on

Level of Student Work

<input type="checkbox"/> Recalling information (Knowledge-Identify)	<input type="checkbox"/> Breaking down information into parts (Analysis- compare)
<input type="checkbox"/> Understanding information (Comp-explain)	<input type="checkbox"/> Putting info together in new ways (Synthesis-create)
<input type="checkbox"/> Using information in a new way (Apply-show me)	<input type="checkbox"/> Making judgements/justifying positions (Evaluate-why)

Materials

<input type="checkbox"/> Computer software	<input type="checkbox"/> Document Camera	<input type="checkbox"/> Textbook	<input type="checkbox"/> Promethean Board
<input type="checkbox"/> Manipulatives	<input type="checkbox"/> Graphic Organizers	<input type="checkbox"/> Video	<input type="checkbox"/> Audio
<input type="checkbox"/> Hand-held technology	<input type="checkbox"/> Real-world objects	<input type="checkbox"/> Websites	<input type="checkbox"/> Phonics First
<input type="checkbox"/> Lab/activity sheet	<input type="checkbox"/> Student-created	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Read Naturally

Environment

<input type="checkbox"/> Student work displayed	<input type="checkbox"/> An environment of high expectations is facilitated
<input type="checkbox"/> Print rich environment for current concepts	<input type="checkbox"/> Smooth transitions maintained
<input type="checkbox"/> Clean, orderly and inviting classroom	<input type="checkbox"/> Environment of respect /cooperation supported
<input type="checkbox"/> Seating arranged to support instruction	<input type="checkbox"/> School discipline program supported
<input type="checkbox"/> Teacher movement supports student engagement	<input type="checkbox"/> Clear routines / procedures evident

Engaging/Rebelling

1 - 2 3 - 4 5 - 6 7 - 8 9 +

None off task