Teacher Name: Reaume	Subject: Science
Date: 12/17/14 Time: 2:50 Duration: 2:1	57 Year Mean for
~ Be sure you are using you	r objective board-but post
Student - We are making a food of	hain w/ a producer, a decomposer
Engages all students	☐ Monitors, adjust, and differentiates using informal
# of students were actively engaged in learning	Assessments
Teacher movement throughout lesson  Student opportunities for discussion	V-tassessment method making a food
	See the physical stage of learning Chain,
Employs scaffold, rigorous, and relevant lessons Objectives: aligned/posted/review throughout	Student work posted Observation
Stydents aware of  Building background knowledge <u>Cards</u> - have de script	71
Trocabulary producer, a composer, consumer	Functionally appealing classroom
Differentiates instruction to meet diverse needs	V Forganized and clean
₹Depth of knowledge Stage:	// Student seating maximized learning
Level 1-Recall	
(Remembering/Understanding)	Set the emotional stage for learning
Level 2—Skill/Concept (Application)	Culture that is safe and nurturing  HOffers encouragement
Level 3-Strategic Thinking (Analyzing)	71.
Level 4-Extended Thinking	Utilizes PBIS to support classroom behaviors
(Evaluating/Creating)	An environment of high expectations is evident
Delivers Effectively	
# of students are attentive and focused	Focuses on learning more than teaching
Type of delivery:	Lessons reflects best practices
Whole groups/small group/cooperative learning	exemplar,
Jindependent practice	Teacher monitors student learning checking for
Meaningful activity/student connections made	Understanding
tudents motivated integrating technology	
	Lesson linked to CCSS
Dynamic Presentations  Estrategies for multiple intelligence Araming pictures/  Walking around and us  Picture	ing Yes:
picture	No:
√ =Evident	√ + = Highly Evident
√ - =Needs Improvement	
V-=Needs Improvement  V Giving Fredback about	food chains work

Teacher Name: Garza	Subject: Centers
Date: 12/19/14 Time: 2:40 Duration: 2	1:48
activity: Students are rea	ading about Christmas around the
Student "We are writing answ	Practice learning about Christmas in
Engages all students	☐ Monitors, adjust, and differentiates using informal
# of students were actively engaged in learning	Assessments
Teacher movement throughout lesson	Assessment method COMPrehense or CINSTER
✓_Student opportunities for discussion	a wations
Employs scaffold, rigorous, and relevant lessons	See the physical stage of learning
_Objectives: aligned/posted/review throughout	TStudent work posted
Building background knowledge	Walls are content rich
	Functionally appealing classroom
Depth of knowledge Stage:  Depth of knowledge Stage:  Depth of knowledge Stage:	organized and clean
- translating is	1 TSt. double coating maximized learning
(Remembering/Understanding)	Set the emotional stage for learning
Level 2—Skill/Concept (Application)	Lulture that is safe and nurturing
□ Level 3-Strategic Thinking (Analyzing) Basic	Offers encouragement
- Comprehención	Utilizes PBIS to support classroom behaviors
Level 4-Extended Thinking (Evaluating/Creating)  (Evaluating/Creating)  GWSTONS/YECA	An environment of high expectations is evident
Delivers Effectively Some application	Fion nosmooth transitions
157# of students are attentive and focused	Focuses on learning more than teaching
Type of delivery:	✓_lessons reflects best practices
Whole groups/small group/cooperative learning	questioning, peer totoning
Independent practice	Teacher monitors student learning checking for
Meaningful activity/student connections made	Understanding Casalla C
✓ Students motivated  Ointegrating technology	observation, question answers
ODynamic Presentations  Strategies for multiple intelligence	Lesson linked to CCSS
	Yes: <u>Comprehend</u> grade level
2 Having Students	No: text
V=Evident Underline due words V-=Needs Improvement nom the guestion	v + = Highly Evident
V-=Needs Improvement nom the guestion	NO= Not Observed
Lexile level is very good, Lov	re the activity of looking @ is could be more indepth.
itterent cultures > Question	is could be more indepth.

Teacher Name: COWAW	Subject: Whing
Date: 12/17/14 Time: 2.04 Duration:	2:15 511/
Sw Write a personal narrative	/ conference w/ a teacher
Student "We are working on	writing a memorable event >>
Student "We are working on Adding transitional words and	Working on organization,
Engages all students Similes/W	Netap Monitors, adjust, and differentiates using informal
104# of students were actively engaged in learning	Assessments
Teacher movement throughout lesson  Student opportunities for discussion	Assessment method Conferencing w/
Student	See the physical stage of learning Students
Employs scaffold, rigorous, and relevant lessons  Objectives: aligned/posted/review throughout	Student work posted
√0'Building background knowledge	Walls are content rich
Vocabulary organization, voice, ideas, voice	Functionally appealing classroom
✓ Differentiates instruction to meet diverse needs ✓ Depth of knowledge Stage:	organized and clean
achut	Student seating maximized learning
Level 1-Recall (Remembering/Understanding)	Set the emotional stage for learning
Level 2—Skill/Concept (Application)	Culture that is safe and nurturing
Level 3-Strategic Thinking (Analyzing)	Offers encouragement
Level 4-Extended Thinking	Utilizes PBIS to support classroom behaviors
(Evaluating/Creating)	An environment of high expectations is evident
Delivers Effectively	∩ <u>O</u> Smooth transitions
$\sqrt{+}$ # of students are attentive and focused	Focuses on learning more than teaching
Type of delivery:  Whole groups/small group/cooperative learning	lessons reflects best practices
whole groups small groups cooperative learning one-	on- conterencing anchor charts
one and and one	rencing Teacher monitors student learning checking for Note look
Meaningful activity/student connections made  Students motivated	Conformation Student
μΩintegrating technologyDynamic Presentations	wring wring
Strategies for multiple intelligence	Lesson linked to CCSS  —Yes:
√ =Evident	No:
Editing V-=Needs Improvement	√ + = Highly Evident
Conterencing - giving specifi	c feedback about organization, onclusion and importance to student
Similes/metaphors.	mally sion and immortance to student
pullaring volckyruna about a	MICHAEL STOLL ON THE THOU MOTE TO S

Teacher Name: Richardson	Subject: Reading
Date: 12/17/14 Time: 2:20 Duration	2:20
SWStudents will dis	cus story elements in a
narratire text. Instru	uctional Practice
Engages all students	☐ Monitors, adjust, and differentiates using informal
452 # of students were actively engaged in learning	Assessments
NATeacher movement throughout lesson  ✓ student opportunities for discussion teacher Q € 1	Assessment method Observation
TTYP	See the physical stage of learning
Employs scaffold, rigorous, and relevant lessons Objectives: aligned/posted/review throughout	Student work posted for Comprendiction
Building background knowledge reviewing object	tive S Walls are content rich
Vocabulary Setting Dot, problem enchanted	Functionally appealing classroom
Depth of knowledge Stage:	organized and clean
V Level 1-Recall	Student seating maximized learning
(Remembering/Understanding)	Set the emotional stage for learning
Level 2—Skill/Concept (Application) of ston	Selements
Level 3-Strategic Thinking (Analyzing)	V_TOffers encouragement
Level 4-Extended Thinking	Utilizes PBIS to support classroom behaviors
(Evaluating/Creating)	An environment of high expectations is evident
Delivers Effectively	Vtsmooth transitions quick transition
# of students are attentive and focused	Focuses on learning more than teaching
Type of delivery:  Whole groups/small group/cooperative learning	lessons reflects best practices
	ttyp, unpacking objective,
	Teacher monitors student learning checking folding
Meaningful activity/student connections made  Students motivated	bbserving ttyp Conversations
nlointegrating technology  Dynamic Presentations	
Strategies for multiple intelligence Arawing Tor U	MOVENING HESSON linked to CCSS
Teacher/students-disc v=Evident parts of the stor problems/solution v-=Needs Improvement in-depth of	ussing -yes: RL7.5
V=Evident Parts of the Sto	No:
V-=Needs Improvement (N-2-LDH)	V+= Highly Evident
What was the problem in	His Stone 2
Mat happened to the bab	y when the inom ate from the

Da ka c	1 ligal Ha
	ject: Health
Date: 12/17/14 Time: 11:38 Duration:	15
Not posted "Reading about r	recycling" > Kids Health
Student response Instructional Pract	
Engages all students 95% of students were actively engaged in learning	Monitors, adjust, and differentiates using informal
Teacher movement throughout lesson teacher @ board	Assessments
Student opportunities for discussion teacher Q\$A	Assessment method
	See the physical stage of learning
Employs scaffold, rigorous, and relevant lessons  Objectives: aligned/posted/review throughout	Student work posted n/a
Town to the second second second	Walls are content rich
Building background knowledge research, Epol a  Vocabulary	Student work posted n/9 Walls are content rich Functionally appealing classroom
Differentiates instruction to meet diverse needs Reading anDepth of knowledge Stage:	organized and clean
Depth of knowledge Stage:	Student seating maximized learning
Level 1-Recall	Set the emotional stage for learning
(Remembering/Understanding)	
Level 2—Skill/Concept (Application)	Culture that is safe and nurturing
Level 3-Strategic Thinking (Analyzing)	Offers encouragement
Level 4-Extended Thinking	Of Outilizes PBIS to support classroom behaviors
(Evaluating/Creating)	An environment of high expectations is evident
Delivers Effectively	Smooth transitions not sure what
957 # of students are attentive and focused	Focuses on learning more than teaching Transition
Type of delivery:	n Alessons reflects best practices
Whole groups/small group/cooperative learning	*
	$\bigcap \underline{/Q}$ Teacher monitors student learning checking for
Meaningful activity/student connections made	' Understanding
Students motivated Vintegrating technology  You had So many	
Dynamic Presentations Strategies for multiple intelligence	Lesson linked to CCSS
l la land	-Yes: N 0
to focus on -	No:
V=Evident Started w/ recycling>	√ + = Highly Evident
V=Evident Started where of Division	NO= Not Observed
Sugarstion-to build background or	Ebola, you may want
Suggistion - to build background or to have students turn to their par	thers and share what they



Lesson Plan Feedback Form

	Subject	Components Checklist	Comments	
4	Reading Same plan for	Objectives Assessment Mod/Accom Mod/Accom	V Close reading & text evidence Lexile level-690	
4	4 days??	Activities teacher Best Practices +	evidence, 100	
V	ary assessmen	Activities student / Vocabulary / SIOP Comp /	Lexile level - 690	
٧	Math	Objectives V Assessment	Math plans look	
		HOTS/DOK V+ Mod/Accom_		
		Activities teacher Best Practices	great!	_
		Activities student / Vocabulary / Aligned with Pacing / SIOP Comp /	You may want to assess before	<i>-</i>
	Writing	Objectives / Assessment /	3a-Day3	_
		HOTS/DOK / Mod/Accom / Best Practices /		7
		Activities student / Vocabulary /	What CCSS are you Quiz	-
		Aligned with Pacing / SIOP Comp	assessing w/ D.E.W.?	
	Science	Objectives Assessment		
		HOTS/DOK \nabla \infty  Mod/Accom	Social Studies this	
		Activities teacher Best Practices Activities student Vocabulary	and the second s	
		Aligned with Pacing SIOP Comp	Week	
	Social Studies	Objectives/ Assessment/	Unit/Lesson7	
V	One month	HOTS/DOK Mod/Accom/		
7		Activities teacher Best Practices Best Practices	- Lesson look good, lat.	
İ	off Pacina	Activities student Vocabulary Aligned with Pacing SIOP Comp	lets discuss Bacing - How	
1	Centers	Objectives Assessment		1
	COLLICIS	HOTS/DOK Mod/Accom	Reading centers can	
			man la mantara de malo	/
		Activities student Vocabulary	math centers / help.	
Ļ		Aligned with Pacing SIOP Comp		
- 1	eacher:	Week of: 12/15 //	7	

Lesson plans in on time \_\_\_\_\_\_\_

Action:

- Still not sure about the same lesson for two days let alone 4. I will check on policy w/ school leader again.

- If you get more than 2 weeks off pace of any subject, you will need to write your own pacing guide - due 1/6/15



# Lesson Plan Feedback Form M00 re

Subject	Components Checklist	Comments
Reading	Objectives Assessment	
_	HOTS/DOK / Mod/Accom	Octose reading
vary	Activities teacher Best Practices	Flexile level-696@ end of 3"
0158855 Ments	Activities student	- Citing text evidence
Math	Objectives Assessment	21 2 112/102
	HOTS/DOK Mod/Accom	2 days - Module 2
	Activities teacher Best Practices_	- 2 days-Module F
	Activities student Vocabulary	2 000093 101000000
	Aligned with Pacing SIOP Comp	
Writing	Objectives Assessment	11/2/2/DALL
	HOTS/DOK ✓ Mod/Accom✓	Unit3/Day1
	Activities teacher Best Practices	- 100
	Activities student Vocabulary	off-pacing
0 1	Aligned with Pacing SIOP Comp	
Science	Objectives Assessment	Science-garth-lesson 6
End of unit	HOTS/DOK Mod/Accom/	Science-Earth-Lesson 6 > pretest
	Activities teacher Best Practices	- 1 1 12 - 1
test?	Activities student Vocabulary	- Like close reading former.
Social Studies	Aligned with Pacing SIOP Comp Objectives Assessment	U Scientice.
social studies	· · · · · · · · · · · · · · · · · · ·	Lesson 9-MC3
	HOTS/DOK Mod/Accom/ Activities teacher Best Practices /	
	Activities student Vocabulary	off-pacing
	Aligned with Pacing SIOP Comp	· J
Centers	Objectives Assessment	Ondino Ountra
	HOTS/DOK Mod/Accom_	Reading conders
	Activities teacher Best Practices	Reading centers/ Math centers/
	Activities student Vocabulary	INTIMI CELLUIS
	Aligned with Pacing SIOP Comp	
eacher:	Week of: 12/19	5114

Action:

Reading-vary formative assessments for each day. Refer
to formative assessment packet. Students need a variety
of ways to show what they've learned.

- Same lesson plan for each day in reading?

Be sure you give an end-of-unit test before another pre-test
- see me. \* Discuss pacing - writing, so dal studies



Lesson Plan Feedback Form Kurk

Subject	Components Che	cklist	Comments	
Reading .	Objectives_	Assessment_V		
Wednesday-	HOTS/DOK	Mod/Accom_	Finishing Wilma Rudolph	(
wednesday- assessment	Activities teacher	Best Practices	Story	
R1.3.1.2	/ tollvilles staderil	Vocabulary	-Good varied assessments	
Math	Aligned with Pacing  Objectives	SIOP Comp	90001 401185.003.0031161013	
	HOTS/DOK		love monday lesson-	
Wednesday-	Activities teacher	Mod/Accom Best Practices		
assessment	Activities student	Vocabulary	he sure to put assessment	
3.0A.1,5,7	Aligned with Pacing	SIOP Comp	into grade book so I can	
Writing	Objectives	Assessment_		
	HOTS/DOK /	Mod/Accom_✓	Unit Z/Day 15 upda	Ne
	Activities teacher	Best Practices 🗸	those	
	Activities student	Vocabulary	l l	
Coionas	Aligned with Pacing V Objectives	SIOP Comp	on	1.6
Science	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Assessment	Cial Chilia la brea	KC
	HOTS/DOK \( \) \( \) \( \) Activities teacher	Mod/Accom Best Practices	Social Studies this	
	Activities student	Vocabulary	Week	
	Aligned with Pacing _	SIOP Comp	veek	
Social Studies	Objectives/	Assessment	Power point presentations	
	HOTS/DOK	Mod/Accom_	Toval point presentations	_
	Activities teacher	Best Practices	good PBL-can you give	
	Activities student	Vocabulary	Lac Hac la	
Contors	Aligned with Pacing V	SIOP Comp	Me the rubric?	
Centers	Objectives HOTS/DOK	Assessment	Reading interventions 4	
	Activities teacher	Mod/Accom Best Practices		
	Activities student	Vocabulary	math centers	
	Aligned with Pacing	SIOP Comp		
Teacher Bull		ook of: 12/16	114	

Lesson plans in on time <a>V</a>

Action:

Re-discuss Pacing guides - writing/science math

You will need to re-make the ones already created to align w/ what you are doing → due 1/6/15

- Rubric for Social Studies