

# Cesar Chavez Academy Intermediate School

## Instructional Staff Informal Observation Sheet

Teacher Name: <u>Riaume</u>	Subject: <u>Science</u>
Date: <u>12/17/14</u>	Time: <u>2:50</u> Duration: <u>2:57</u>

*very clear focus,*

~ Be sure you are using your objective board-but post

Student - We are making a food chain w/ a producer, a decomposer and consumer

Instructional Practice

☐ Engages all students

100% # of students were actively engaged in learning

☒ Teacher movement throughout lesson

☒ Student opportunities for discussion

☐ Employs scaffold, rigorous, and relevant lessons

☒ Objectives: aligned/posted/review throughout

students aware of

☒ Building background knowledge cards - have descriptions

☒ Vocabulary producer, decomposer, consumer

☒ Differentiates instruction to meet diverse needs

☒ Depth of knowledge Stage:

☒ Level 1-Recall  
(Remembering/Understanding)

☒ Level 2—Skill/Concept (Application)

☒ Level 3-Strategic Thinking (Analyzing)

☐ Level 4-Extended Thinking  
(Evaluating/Creating)

☐ Delivers Effectively

\_\_\_\_\_ # of students are attentive and focused

Type of delivery:

☒ Whole groups/small group/cooperative learning

☒ independent practice

☒ Meaningful activity/student connections made

☒ Students motivated

☐ Integrating technology

☐ Dynamic Presentations

☒ Strategies for multiple intelligence drawing pictures/ walking around and using picture

✓ = Evident

✓ - = Needs Improvement

☐ Monitors, adjust, and differentiates using informal

### Assessments

☒ Assessment method making a food chain, observation

☐ See the physical stage of learning

☒ Student work posted

☒ Walls are content rich

☒ Functionally appealing classroom

☒ Organized and clean

☒ Student seating maximized learning

☐ Set the emotional stage for learning

☒ Culture that is safe and nurturing

☒ Offers encouragement

☒ Utilizes PBIS to support classroom behaviors

☒ An environment of high expectations is evident

☒ Smooth transitions

☐ Focuses on learning more than teaching

☒ Lessons reflects best practices

exemplar,

☒ Teacher monitors student learning checking for

Understanding

☒ Lesson linked to CCSS

☒ Yes: \_\_\_\_\_

☐ No: \_\_\_\_\_

✓ + = Highly Evident

NO = Not Observed

♥ Giving feedback about food chains work

# Cesar Chavez Academy Intermediate School

## Instructional Staff Informal Observation Sheet

Teacher Name: <u>Garza</u>	Subject: <u>Centers</u>
Date: <u>12/19/14</u>	Time: <u>2:40</u> Duration: <u>2:48</u>
Activity: <u>Students are reading about Christmas around the world</u>	

Student "We are writing answers to questions because we are learning about Christmas in Germany."

**Instructional Practice**

<div style="margin-bottom: 10px;"> <input type="checkbox"/> Engages all students  <u>90%</u> # of students were actively engaged in learning  <input checked="" type="checkbox"/> Teacher movement throughout lesson  <input checked="" type="checkbox"/> Student opportunities for discussion         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Employs scaffold, rigorous, and relevant lessons  <u>Objectives: aligned/posted/review throughout</u>  <u>not expected for Centers</u>  <u>Building background knowledge</u>  <u>Vocabulary</u>  <input checked="" type="checkbox"/> Differentiates instruction to meet diverse needs  <u>Depth of knowledge Stage:</u>  <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> Level 1-Recall (Remembering/Understanding)  <input checked="" type="checkbox"/> Level 2—Skill/Concept (Application)  <input type="checkbox"/> Level 3-Strategic Thinking (Analyzing)  <input type="checkbox"/> Level 4-Extended Thinking (Evaluating/Creating)         </div> </div> <div> <input type="checkbox"/> Delivers Effectively  <u>95%</u> # of students are attentive and focused          Type of delivery:  <input checked="" type="checkbox"/> Whole groups/small group/coöperative learning  <input checked="" type="checkbox"/> <u>independent practice</u>  <input checked="" type="checkbox"/> Meaningful activity/student connections made  <input checked="" type="checkbox"/> Students motivated  <u>n/a</u> Integrating technology  <u>n/a</u> Dynamic Presentations  <u>n/a</u> Strategies for multiple intelligence       </div>	<div style="margin-bottom: 10px;"> <input type="checkbox"/> Monitors, adjust, and differentiates using informal  <div style="text-align: center;"><b>Assessments</b></div> <input checked="" type="checkbox"/> Assessment method <u>Comprehension questions and underlining evidence</u>  <input type="checkbox"/> See the physical stage of learning  <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> Student work posted  <input checked="" type="checkbox"/> Walls are content rich  <input checked="" type="checkbox"/> Functionally appealing classroom  <input checked="" type="checkbox"/> organized and clean  <input checked="" type="checkbox"/> Student seating maximized learning         </div> <input type="checkbox"/> Set the emotional stage for learning  <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> Culture that is safe and nurturing  <input checked="" type="checkbox"/> Offers encouragement  <input checked="" type="checkbox"/> Utilizes PBIS to support classroom behaviors  <input checked="" type="checkbox"/> An environment of high expectations is evident  <u>n/a</u> Smooth transitions         </div> <input type="checkbox"/> Focuses on learning more than teaching  <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> lessons reflects best practices  <u>questioning, peer tutoring</u>  <input checked="" type="checkbox"/> Teacher monitors student learning checking for <u>Understanding observation, question answers</u> </div> <input type="checkbox"/> Lesson linked to CCSS  <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> Yes: <u>Comprehend grade level text</u>  <input type="checkbox"/> No:         </div> </div>
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♥ Having students underline clue words from the questions.

Lexile level is very good, Love the activity of looking @ different cultures → Questions could be more indepth.

✓ = Evident

✓ - = Needs Improvement

✓ + = Highly Evident

NO = Not Observed



# Cesar Chavez Academy Intermediate School

## Instructional Staff Informal Observation Sheet

Teacher Name: <u>Cowan</u>	Subject: <u>Writing</u>
Date: <u>12/17/14</u>	Time: <u>2:04</u> Duration: <u>2:15</u> SW...
SW.... write a personal narrative / conference w/ a teacher	

Student "We are working on writing a memorable event" →  
 → Adding transitional words and Instructional Practice Working on organization, voice, ideas, similes/metaphors

☐ Engages all students

☐ Monitors, adjust, and differentiates using informal

90% # of students were actively engaged in learning

n/a Teacher movement throughout lesson

n/a Student opportunities for discussion

### Assessments

Assessment method conferencing w/ students

☐ See the physical stage of learning

☒ Student work posted

☒ Walls are content rich

☒ Functionally appealing classroom

☒ Organized and clean

☒ Student seating maximized learning

☐ Set the emotional stage for learning

☒ Culture that is safe and nurturing

☒ Offers encouragement

☒ Utilizes PBIS to support classroom behaviors

☒ An environment of high expectations is evident

n/a Smooth transitions

☐ Focuses on learning more than teaching

Lessons reflects best practices

Conferencing, anchor charts,

Teacher monitors student learning checking for notebook

Conferencing Understanding

☒ Lesson linked to CCSS

Yes: \_\_\_\_\_

No: \_\_\_\_\_

Student writing choice board

Student referred to notebook

different activities

one-on-one conferencing

☐ Employs scaffold, rigorous, and relevant lessons

☒ Objectives: aligned/posted/review throughout

n/a Building background knowledge

☒ Vocabulary organization, voice, ideas, voice

☒ Differentiates instruction to meet diverse needs

☒ Depth of knowledge Stage:

☒ Level 1-Recall

(Remembering/Understanding)

☒ Level 2—Skill/Concept (Application)

☒ Level 3-Strategic Thinking (Analyzing)

☐ Level 4-Extended Thinking (Evaluating/Creating)

☐ Delivers Effectively

☒ # of students are attentive and focused

Type of delivery:

☐ Whole groups/small group/cooperative learning

☒ independent practice

☒ Meaningful activity/student connections made

☒ Students motivated

n/a Integrating technology

☒ Dynamic Presentations

☒ Strategies for multiple intelligence

✓ = Evident

✓ - = Needs Improvement

✓ + = Highly Evident

NO = Not Observed

Editing

Conferencing - giving specific feedback about organization, similes/metaphors. Building background about conclusion and importance - connected to student

# Cesar Chavez Academy Intermediate School

## Instructional Staff Informal Observation Sheet

Teacher Name: <u>Richardson</u>	Subject: <u>Reading</u>
Date: <u>12/17/14</u>	Time: <u>2:20</u> Duration: <u>2:38</u>
SW... Students will discuss story elements in a narrative text.	

### Instructional Practice

- ☐ Engages all students

95% # of students were actively engaged in learning

n/a Teacher movement throughout lesson

☒ Student opportunities for discussion teacher Q&A

☐ Employs scaffold, rigorous, and relevant lessons

☒ Objectives: aligned/posted/review throughout

☒ Building background knowledge reviewing objectives

☒ Vocabulary Setting, plot, problem, enchanted

☐ Differentiates instruction to meet diverse needs

☐ Depth of knowledge Stage:

☒ Level 1-Recall (Remembering/Understanding)

☒ Level 2—Skill/Concept (Application) applying skills of story elements

☐ Level 3-Strategic Thinking (Analyzing)

☐ Level 4-Extended Thinking (Evaluating/Creating)

unpacking

☐ Delivers Effectively

95% # of students are attentive and focused

Type of delivery:

☒ Whole groups/small group/cooperative learning

☐ \_\_\_\_\_
- ☐ Monitors, adjust, and differentiates using informal Assessments

☒ Assessment method observation

☐ See the physical stage of learning

☒ Student work posted drawings for comprehension

☒ Walls are content rich

☒ Functionally appealing classroom

☒ organized and clean

☒ Student seating maximized learning

☐ Set the emotional stage for learning

☒ Culture that is safe and nurturing

☒ Offers encouragement

☐ Utilizes PBIS to support classroom behaviors

☒ An environment of high expectations is evident

☒ Smooth transitions quick transition

☐ Focuses on learning more than teaching

☒ lessons reflects best practices

ttyp, unpacking objective, question-

☒ Teacher monitors student learning checking for ing

- ☒ Meaningful activity/student connections made

☒ Students motivated

n/a Integrating technology

n/a Dynamic Presentations

☒ Strategies for multiple intelligence drawing for comprehension

Teacher/students- discussing parts of the story ~ problems/solutions in-depth discussion

v = Evident

v - = Needs Improvement

v+ = Highly Evident

NO = Not Observed

What was the problem in this story?

What happened to the baby when the mom ate from the enchanted garden?

Lesson linked to CCSS

Yes: RL.4.3

No:

observing ttyp conversations

Understanding

# Cesar Chavez Academy Intermediate School

## Instructional Staff Informal Observation Sheet

Teacher Name: <u>Peterson</u>	Subject: <u>Health</u>
Date: <u>12/17/14</u>	Time: <u>11:38</u> Duration: <u>11:45</u>

Not posted → "Reading about recycling" → Kids Health

Student response

### Instructional Practice

↓ Watching a quick story about EBOLA.

☐ Engages all students

95% # of students were actively engaged in learning

☐ Teacher movement throughout lesson

☒ Student opportunities for discussion

teacher @ board  
teacher Q&A

☐ Employs scaffold, rigorous, and relevant lessons

Objectives: aligned/posted/review throughout

☒ Building background knowledge research, Ebola

☐ Vocabulary

☐ Differentiates instruction to meet diverse needs

Depth of knowledge Stage:

☐ Level 1-Recall

(Remembering/Understanding)

☐ Level 2—Skill/Concept (Application)

☐ Level 3-Strategic Thinking (Analyzing)

☐ Level 4-Extended Thinking

(Evaluating/Creating)

☐ Delivers Effectively

95% # of students are attentive and focused

Type of delivery:

☒ Whole groups/small group/cooperative learning

☐

☒ Meaningful activity/student connections made

☒ Students motivated

☒ Integrating technology

☐ Dynamic Presentations

☐ Strategies for multiple intelligence

You had so many objectives it was hard to know what to focus on.

Started w/ recycling → article → Division worksheet

✓ = Evident

✓ - = Needs Improvement

☐ Monitors, adjust, and differentiates using informal

### Assessments

Assessment method

☐ See the physical stage of learning

Student work posted n/a

Walls are content rich

Functionally appealing classroom

organized and clean

Student seating maximized learning

In another teachers room

☐ Set the emotional stage for learning

☒ Culture that is safe and nurturing

n/a Offers encouragement

n/a Utilizes PBIS to support classroom behaviors

☒ An environment of high expectations is evident

☒ Smooth transitions

not sure what transition was

☐ Focuses on learning more than teaching

n/a lessons reflects best practices

n/a Teacher monitors student learning checking for

Understanding

☐ Lesson linked to CCSS

Yes: n/a

No: \_\_\_\_\_

✓ + = Highly Evident

NO = Not Observed

\*Suggestion - to build background on Ebola, you may want to have students turn to their partners and share what they know - then share w/ the class.



## Lesson Plan Feedback Form

Greer

Subject	Components Checklist		Comments
Reading * Same plan for 4 days?? Vary assessments	Objectives ✓ HOTS/DOK ✓ Activities teacher ✓ Activities student ✓ Aligned with Pacing ✓	Assessment ✓ Mod/Accom ✓ Best Practices ✓ Vocabulary ✓ SLOP Comp ✓	♥ Close reading & text evidence Lexile level - 690
Math	Objectives ✓ HOTS/DOK ✓ Activities teacher ✓ Activities student ✓ Aligned with Pacing ✓	Assessment ✓ Mod/Accom ✓ Best Practices ✓ Vocabulary ✓ SLOP Comp ✓	Math plans look great! - You may want to assess before break
Writing	Objectives ✓ HOTS/DOK ✓ Activities teacher ✓ Activities student ✓ Aligned with Pacing ✓	Assessment ✓ Mod/Accom ✓ Best Practices ✓ Vocabulary ✓ SLOP Comp ✓	3 a - Day 3 What CCSS are you assessing w/ D.E.W.?
Science	Objectives _____ HOTS/DOK _____ n/a Activities teacher _____ Activities student _____ Aligned with Pacing _____	Assessment _____ Mod/Accom _____ Best Practices _____ Vocabulary _____ SLOP Comp _____	Social Studies this week
Social Studies * One month off Pacing	Objectives ✓ HOTS/DOK ✓ Activities teacher ✓ Activities student ✓ Aligned with Pacing ✓	Assessment ✓ Mod/Accom ✓ Best Practices ✓ Vocabulary ✓ SLOP Comp ✓	Unit 1 / Lesson 7 - Lesson look good, but let's discuss pacing - How can I help?
Centers	Objectives _____ HOTS/DOK _____ Activities teacher _____ Activities student _____ Aligned with Pacing _____	Assessment _____ Mod/Accom _____ Best Practices _____ Vocabulary _____ SLOP Comp _____	Reading Centers ✓ Math Centers ✓

Teacher: \_\_\_\_\_ Week of: 12/15/14

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 w/ any subject, you will need to write your own pacing guide - due 1/6/15



## Lesson Plan Feedback Form *Moore*

Subject	Components Checklist		Comments
Reading <i>Vary assessments</i>	Objectives <input checked="" type="checkbox"/> HOTS/DOK <input checked="" type="checkbox"/> Activities teacher <input checked="" type="checkbox"/> Activities student <input checked="" type="checkbox"/> Aligned with Pacing <input checked="" type="checkbox"/>	Assessment <input checked="" type="checkbox"/> Mod/Accom <input checked="" type="checkbox"/> Best Practices <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> SIOP Comp <input checked="" type="checkbox"/>	<i>Close reading Lexile level - 690 @ end of 3rd Citing text evidence</i>
Math	Objectives <input type="checkbox"/> HOTS/DOK <input type="checkbox"/> Activities teacher <input type="checkbox"/> Activities student <input type="checkbox"/> Aligned with Pacing <input type="checkbox"/>	Assessment <input type="checkbox"/> Mod/Accom <input type="checkbox"/> Best Practices <input type="checkbox"/> Vocabulary <input type="checkbox"/> SIOP Comp <input type="checkbox"/>	<i>2 days - Module 2 2 days - Module F</i>
Writing	Objectives <input checked="" type="checkbox"/> HOTS/DOK <input checked="" type="checkbox"/> Activities teacher <input checked="" type="checkbox"/> Activities student <input checked="" type="checkbox"/> Aligned with Pacing <input checked="" type="checkbox"/>	Assessment <input checked="" type="checkbox"/> Mod/Accom <input checked="" type="checkbox"/> Best Practices <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> SIOP Comp <input checked="" type="checkbox"/>	<i>Unit 3/Day 1 off-pacing</i>
Science <i>End of unit test?</i>	Objectives <input checked="" type="checkbox"/> HOTS/DOK <input checked="" type="checkbox"/> Activities teacher <input checked="" type="checkbox"/> Activities student <input checked="" type="checkbox"/> Aligned with Pacing <input checked="" type="checkbox"/>	Assessment <input checked="" type="checkbox"/> Mod/Accom <input checked="" type="checkbox"/> Best Practices <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> SIOP Comp <input checked="" type="checkbox"/>	<i>Science - Earth - Lesson 6 → pretest - Like close reading for science.</i>
Social Studies	Objectives <input checked="" type="checkbox"/> HOTS/DOK <input checked="" type="checkbox"/> Activities teacher <input checked="" type="checkbox"/> Activities student <input checked="" type="checkbox"/> Aligned with Pacing <input checked="" type="checkbox"/>	Assessment <input checked="" type="checkbox"/> Mod/Accom <input checked="" type="checkbox"/> Best Practices <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> SIOP Comp <input checked="" type="checkbox"/>	<i>Lesson 9 - MC3 off-pacing</i>
Centers	Objectives <input type="checkbox"/> HOTS/DOK <input type="checkbox"/> Activities teacher <input type="checkbox"/> Activities student <input type="checkbox"/> Aligned with Pacing <input type="checkbox"/>	Assessment <input type="checkbox"/> Mod/Accom <input type="checkbox"/> Best Practices <input type="checkbox"/> Vocabulary <input type="checkbox"/> SIOP Comp <input type="checkbox"/>	<i>Reading centers ✓ Math centers ✓</i>

Teacher: \_\_\_\_\_ Week of: *12/15/14*

Lesson plans in on time ☒

Action:

- ★ Reading - vary <sup>lesson and</sup> 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, social studies*





## Lesson Plan Feedback Form

Burk

Subject	Components Checklist		Comments
Reading Wednesday- assessment RI.3.1,2	Objectives <input checked="" type="checkbox"/> HOTS/DOK <input checked="" type="checkbox"/> Activities teacher <input checked="" type="checkbox"/> Activities student <input checked="" type="checkbox"/> Aligned with Pacing <input checked="" type="checkbox"/>	Assessment <input checked="" type="checkbox"/> Mod/Accom <input checked="" type="checkbox"/> Best Practices <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> SIOP Comp <input checked="" type="checkbox"/>	Finishing Wilma Rudolph story - Good varied assessments
Math Wednesday- assessment 3.OA.1,5,7	Objectives <input checked="" type="checkbox"/> HOTS/DOK <input checked="" type="checkbox"/> Activities teacher <input checked="" type="checkbox"/> Activities student <input checked="" type="checkbox"/> Aligned with Pacing <input checked="" type="checkbox"/>	Assessment <input checked="" type="checkbox"/> Mod/Accom <input checked="" type="checkbox"/> Best Practices <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> SIOP Comp <input checked="" type="checkbox"/>	Love Monday lesson- be sure to put assessment into grade book so I can update those on break <sup>(10)</sup>
Writing	Objectives <input checked="" type="checkbox"/> HOTS/DOK <input checked="" type="checkbox"/> Activities teacher <input checked="" type="checkbox"/> Activities student <input checked="" type="checkbox"/> Aligned with Pacing <input checked="" type="checkbox"/>	Assessment <input checked="" type="checkbox"/> Mod/Accom <input checked="" type="checkbox"/> Best Practices <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> SIOP Comp <input checked="" type="checkbox"/>	Unit 2/Day 15
Science	Objectives <input type="checkbox"/> HOTS/DOK <input type="checkbox"/> n/a Activities teacher <input type="checkbox"/> Activities student <input type="checkbox"/> Aligned with Pacing <input type="checkbox"/>	Assessment <input type="checkbox"/> Mod/Accom <input type="checkbox"/> Best Practices <input type="checkbox"/> Vocabulary <input type="checkbox"/> SIOP Comp <input type="checkbox"/>	Social Studies this week
Social Studies	Objectives <input checked="" type="checkbox"/> HOTS/DOK <input checked="" type="checkbox"/> Activities teacher <input checked="" type="checkbox"/> Activities student <input checked="" type="checkbox"/> Aligned with Pacing <input checked="" type="checkbox"/>	Assessment <input checked="" type="checkbox"/> Mod/Accom <input checked="" type="checkbox"/> Best Practices <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> SIOP Comp <input checked="" type="checkbox"/>	Power point presentations- good PBL - can you give me the rubric?
Centers	Objectives <input type="checkbox"/> HOTS/DOK <input type="checkbox"/> Activities teacher <input type="checkbox"/> Activities student <input type="checkbox"/> Aligned with Pacing <input type="checkbox"/>	Assessment <input type="checkbox"/> Mod/Accom <input type="checkbox"/> Best Practices <input type="checkbox"/> Vocabulary <input type="checkbox"/> SIOP Comp <input type="checkbox"/>	Reading interventions 4 math centers <input checked="" type="checkbox"/>

Teacher: Burk

Week of: 12/15/14

Lesson plans in on time ☒

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