



ANSER Charter School

PROFESSIONAL GROWTH AND ACCOUNTABILITY: Classroom Observation

Teacher: Sara Garrett

Date: 09.18.11

Observer: Suzanne Gregg

KEY for Teacher Expectations

<p>4 HIGHLY EFFECTIVE</p> <p>3 EFFECTIVE</p> <p>2 IMPROVEMENT NECESSARY</p> <p>1 INEFFECTIVE</p>	<p>Processes and practices exceed expectations</p> <p>Processes and practices meet expectations</p> <p>Processes and practices require some assistance, an improvement plan is developed</p> <p>Processes and practices are not met, even with assistance – may be grounds for dismissal of teaching duties</p>
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DOMAIN 2: PLANNING AND PREPARING FOR STUDENT LEARNING

N/O Not Observed LS/St Learning Skills and Strategies Evidence Observed

OBSERVABLE TEACHER BEHAVIORS	EVIDENCE/ARTIFACTS
<p>4 Teacher strategically selects and sequences instructional practices that are aligned with school and state expectations. Sara works closely with the Early Childhood team to ensure learning expeditions, case studies, projects, lessons and curricular decisions are based on required standards. Sara is part of the vertical inquiry Plate to Plaque team that will develop a K-8 curriculum alignment in the math domain of Numbers and Operations (K-5) and Ratios and Proportional Relationships (6-8) utilizing the Common Core State Math Standards. All stakeholders will benefit from their work.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documentation of intervention/s <input checked="" type="checkbox"/> Aligned learning targets, instruction and assessments <input checked="" type="checkbox"/> Observation/anecdotal notes <input checked="" type="checkbox"/> Multiple and varied classroom assessments, quizzes, rubrics, learning journals, etc <input checked="" type="checkbox"/> Standardized test analysis <input checked="" type="checkbox"/> Parent Communication <input checked="" type="checkbox"/> Peer interaction/s <input checked="" type="checkbox"/> Documented lesson/expedition plans <input checked="" type="checkbox"/> Visuals, graphics, etc. <input checked="" type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Exhibition Night activities <input checked="" type="checkbox"/> Goal Setting/Student-Led Conferences <input checked="" type="checkbox"/> Student work samples & reflections <input checked="" type="checkbox"/> Displayed work/projects <input checked="" type="checkbox"/> Workshop Model <input checked="" type="checkbox"/> Scoring Guides/Rubrics <input checked="" type="checkbox"/> Exemplary models to build criteria clay houses <input checked="" type="checkbox"/> Multiple drafts that show evidence of revision <input checked="" type="checkbox"/> Performance tasks <input checked="" type="checkbox"/> Student Portfolio entries <input checked="" type="checkbox"/> Timelines/Checklists <input checked="" type="checkbox"/> Expedition projects/reports
<p>4 Teacher modifies, adapts and creates a wide range of relevant instructional materials, resources and technologies that extend students' understanding, provides equal access and reflects multiple perspectives. Sara is able to provide for her students a variety of appropriately challenging materials and resources. Learning experiences connect to other disciplines as content is organized to build upon previous information. Content is logical and progresses from simple to complex. Sarah is able to describe possible confusions that may impact a lesson.</p>	
<p>4 Teacher designs learning opportunities so that students actively participate in setting, achieving and reflecting on character and academic goals throughout the year. As a school, students write character and academic goals. Teachers are expected to facilitate students' success as one of several members of a student's team. Sara has placed the students' goals on their desks where they are always visible to the student, and other students and adults. Students are able to reflect on a daily basis how close they are coming to meeting their goal.</p>	
<p>3 Teacher plans investigations that consistently promote inquiry in a meaningful way and fulfills students; "need to know." During our conference Sara spoke about how the math curriculum is set up that lends itself well to this standard. She is more conscientious this year in having the kids show their knowledge, rather than her telling them what they have done. She wants students to "get to the big ideas" within the content as she moves them through each activity that builds upon the previous one.</p>	

<p>3 Teacher plans for varied assessments that include both <i>of</i> and <i>for</i> learning and are aligned with planned curriculum, learning targets and school expectations. Sara is cognizant of learning targets and articulates a clear vision of the intended learning. Structures are used that help students self and peer-assess throughout the process of learning. Sara is able to match assessment of learning (summative) to the type of learning target (knowledge, reasoning, skill). Assessments for learning strategies (formative), are utilized by Sara to ensure that students receive sufficient opportunities to practice and make use of timely feedback before completing a summative assessment.</p>	
<p>3 Teacher routinely uses rubrics for projects and products so that students have several opportunities to improve over time, gain understanding and meet expectations. Sara creates (often times with students) criteria lists or rubrics in conjunction with performance assessments (art projects, skits, etc.) combined with some extended written responses (e.g. mathematical solutions and explanations, short essays, etc.) to gauge how her students are doing as they move toward meeting expectations.</p>	
<p>4 Teacher uses standardized measures and diagnostic tools to evaluate individual and group progress and plan instruction to increase student achievement. Sara is currently analyzing and reflecting on the Idaho Reading Indicator (IRI) results and her students' progress on a monthly basis through the structures of a SMART goal. This data helps drive her instruction and has moved her team to a deliberate structure for Word Study. The data is used to identify patterns, establish goals and inform lesson planning.</p>	
<p>3 Teacher plans for service and civic learning opportunities that extend beyond the classroom. Students created clay houses that will be photographed and made into a calendar. The calendar will be sold before Christmas in order to raise funds to provide a front door for a Habitat for Humanity house. This project ties in very well with the Early Childhood Expedition, <i>Building Homes, Creating Cities</i>.</p>	
<p>3 Teacher plans for student misconceptions and confusions and how to overcome them. Sara stated that now that this is her third year teaching this curriculum, she can anticipate "What's going to be tricky." For instance, in math, she know the game, 50 Cents will cause some difficulty for students so she adapted the game board in order for students to feel more successful. Sara also adapts individual lessons for students because she knows them well enough to know what they are able, and not able to do.</p>	
<p>4 Teacher plans differentiated lessons in order to meet the needs of his/her students and to ensure and extend student understanding. Differentiation is certainly apparent in Sara's Word Study Group. Sara does group students based on need but keeps the groups flexible enough so students can move in and out of them as needed. She works with several support staff and designs lessons for them that will allow them to come into the classroom and start immediately. Sara also groups students in homogeneous groups in order to learn from one another. With most lessons, all children will enter the lesson based on their understanding and Sara is able to challenge each student whether the learner is excelling or needs support.</p>	

Sara,
 I was so impressed as I sat down with you for your planning conference. It is easy to see how your planning moves students from an understanding of foundational content to application of information in authentic ways. You are an amazing teacher and person. Our students are very fortunate.

Suzanne

