



ANSER Charter School

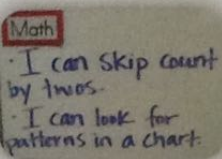


Educating the whole child in a collaborative learning community


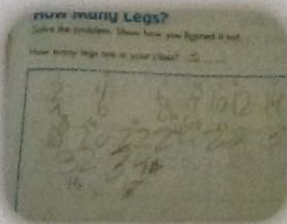
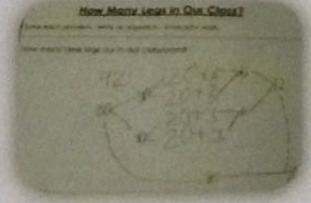
Classroom Observation


Name: Sara Garrett **Date:** 02/04/11 **Service Time at Anser:** Second Year
Grade: Early Childhood (Second Grade Math) **Class/time:** 10:30-11:30


KEY

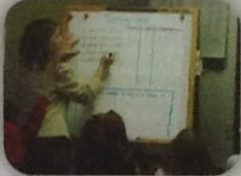
4 Master **3** Solid **2** Developing **1** Needs Guidance **0** Unacceptable
NA Not Applicable **A** Not Observed

	Lesson Design	Comments
4	Instructional practices are selected and sequenced strategically within the lesson	<p>It was very evident Sara was well prepared for this lesson. Clear learning targets were posted as well as clarified. After the warm-up activity (quick images using the Rekenrek) Sara clearly explained the lesson activity. It was tightly linked to the big ideas of and even numbers). Sara student may enter the activity and (e.g. struggling students using cubes, higher skilled students them keep track of the number of extension activities for those who chose the tools that best meant students explored was how many classroom if there were 17 students. The lesson built upon prior experiences of exploring odd and even numbers. Sara explicitly taught expectations and clarified misunderstandings before she sent the students off to explore the problem. Student transitions were timely.</p>   
4	Some sort of warm up was utilized before the lesson (e.g. review, concept board, math journal, etc.)	
4	Tasks were connected to "Big Ideas," and key concepts	
4	There was evidence of differentiation planned within the lesson and application of such throughout the lesson; both for struggling students as well as for those who need extension	
4	The lesson or investigation began with an experience, and invited students to make sense of it	
4	The lesson built upon students' prior knowledge	
4	The lesson incorporated strategies that piqued students' curiosity and had a sense of purpose	
4	Every student had a role and/or a responsibility for producing something that showed his/ her thinking	
4	The lesson was structured so that the teacher talked less and students talked more; the students did the thinking and the work	

	Questioning and Student Thinking	Comments
4	Teacher fostered mathematical discourse by asking open-ended questions and teaching/using aligned vocabulary	<p>Evidence was very clear during the warm up as well as the main lesson regarding student thinking and discourse. Some of what was observed included:</p> <ul style="list-style-type: none"> • How did you know that? • What is the equation? • Did anyone see it a different way? • Check again... • Then what did you do? <p>• I want to know your strategy, not your answer!</p> <p>During student independent activity Sara was "working the room" to check understanding, clarify misconceptions, ask questions, and give further directions. Most all students got down to business and took their work time seriously. Sara anticipated the students who needed more guidance and checked in with them to make sure they were using tools that would help them solve this problem. Students were engaged and on task.</p>   
4	Teacher regularly conferred with students individually and in small groups to monitor each student's level of understanding, to identify class wide issues, and to differentiate instruction	
4	Teacher used anchor charts and/or other forms of documentation to synthesize and make public evidence of student thinking	
4	Teacher promoted flexibility in mathematical thinking by encouraging different way to solve problems	
4	Teacher asked students to analyze and make sense of errors	
4	During independent work time, the teacher actively engaged and guided students (e.g., confer with students, pull small invitational groups, etc.)	
4	Students were engaged with meaningful tasks related to grade level expectations	
4	Math tasks permitted students with varying levels of understanding to engage in the problem or activity.	
4	Students showed thinking behind their answers through numbers, words, graphs, and diagrams	
4	Misconceptions, limited understandings, and flawed reasoning were clarified by teacher or others student/s	

Reflecting and Debriefing		Comments
4	Teacher and students reflected on and debriefed lesson and experiences to improve retention of information, generalization, and transfer of learning	 <p>Sara facilitated a debriefing that included students sharing their strategies from the most concrete to the most sophisticated. She asked students if they solved the problem in similar ways as their peers or if their strategies were different and how was it so. It was amazing to hear the thinking of these young learners and I was so impressed by the respectful listening and interaction with what was being shared.</p>
A	Teacher helped students use reflection and debriefing to set goals for future learning	

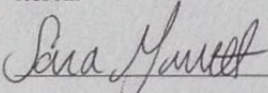
Assessment		Comments
4	Appropriate level of assessment was used to match the learning target/s	 <p>Activity based assessment as well as observation, student work samples, student discourse and strategy sharing were utilized to assess the day's lesson. Both process and content were emphasized throughout the lesson.</p>
4	Assessment during instruction was conducted by listening, observing, questioning, etc	
4	Students were encouraged to assess their work using a range of strategies (rubrics, final product, debrief, work sample, etc.)	
4	Assessment focused on both process and content with emphasis on higher level thinking	

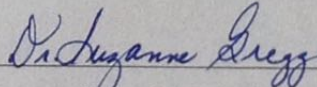
Culture in the Classroom		Comments
4	Students looked at essential learnings in different ways	 <p>The classroom culture lends itself to students taking risks and being celebrated for their thinking. Sara's goal is that every child learns the material in a supportive and challenging way that best meets his/her ability level. Students are respectful and celebratory of one as other's thinking. The culture is positive, respectful and it is obvious children enjoy the learning!</p>
3	Students celebrated their success and that of others	
4	Incorrect answers were viewed as leaning experiences	
4	All students had the potential to learn	
4	Students respected other student's thinking	

Classroom Management		Comments
4	Routines and procedures were used to manage time efficiently and effectively	<p>Sara has clearly established routines and procedures that work toward continuity of learning. She is explicit in her directions and systematic in expectations. Sara is clearly able to strike a balance between activities and is being very conscientious of space, materials and anticipation of potential problems. Sara is able to increase student achievement in learning and make good use of every instructional moment. I attribute this to Sara's organization and ability to thoroughly plan for her students to be engaged, active, challenged and most of all to enjoy the love of learning.</p>
4	The environment was both rigorous and engaging	
4	Focus was on classroom management versus discipline	
4	High expectations and appropriate standards of behavior were expected and followed through	
3	Most all students took responsibility for their learning	

Comments: Sara specifically wanted me to observe her ability to differentiate for her range of learners. I was pleased to see that Sara specifically planned for this as well as carried out her plans in a very successful way. I would consider the differentiation she applied with her math students a model for others. I loved the way McKenna found success with the cubes, was exuberant about sharing with me that she got the "right answer" and felt excited to share her strategy with her peers. The great thing about Sara and her ability to differentiate is not a "one shot" lesson. I've observed Sara differentiating for students in all content areas throughout the school year. I've also observed this through professional development activities.

A transcript of the lesson was given to Sara before the scheduled post-conference in order to be prepared for a reflective dialogue of the lesson.

 2/15/11
 Sara Garrett Date

 2-11-11
 Suzanne Gregg: Education Director/Principal Date