**Teacher Estee Culbreth\_ Observer\_\_\_\_Pamela Miller\_\_\_\_Date\_\_\_\_Aprol 20, 2017\_\_\_\_\_**

**School \_\_\_Piney Grove\_\_\_\_\_\_Grade \_\_3/4\_\_\_\_\_\_\_\_ # Students Present \_\_\_2\_\_**

| **RATING SCALE** | **O**  (Observed) Teacher has met the standard established by Catapult Learning.  **N** (Not Observed) - Teacher has not met the standard as established by Catapult Learning. Observer must comment.  **NA** – (Not applicable) – Activity/behavior was not applicable. Observer must comment. | **O** | **N** | **NA** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **INSTRUCTION** | Instruction begins and ends on time (within 5 minutes of scheduled time). | **X** |  |  |
| Lesson pacing observed and appropriate with time for closure and student reflection. | X |  |  |
| The teacher maintains all students' active engagement throughout the entire class period. | X |  |  |
| Instruction and activities directly support the objective/s of the lesson. | X |  |  |
| The teacher encourages students to elaborate on answers. | X |  |  |
| The teacher rephrases questions as needed and encourages critical thinking. | X |  |  |
| The teacher promotes a high level of student participation in discussion. | X |  |  |
| The teacher incorporates relevant responses and ideas into the lesson. | X |  |  |
| The teacher incorporates varied levels of individualized questioning, including open-ended questions, developing critical thinking skills. | X |  |  |
| **First Reading** |  |  |  |
| The teacher asks key questions from previously read text (if this was not a new text). | X |  |  |
| The teacher develops student background knowledge using open-ended questions supplying additional information as needed. | X |  |  |
| The teacher allowed sufficient “wait time” for thoughtful student responses. | X |  |  |
| The teacher accepted all responses. | X |  |  |
| The teacher introduced graphic organizer, if appropriate. | X |  |  |
| During the “Preview” the teacher noted illustrations, headings, incorporating questions into discussion. | X |  |  |
| The teacher introduced story vocabulary. | X |  |  |
| **Second Reading** |  |  |  |
| The teacher reviewed the Good Reader Strategies prior to student’s independent reading to help derive meaning from the text. | **X** |  |  |
| As students whisper read, the teacher circulated among the group guiding use of Good Reader Strategies offering support as needed. | X |  |  |
| The teacher allowed sufficient “wait time” for students to apply Good Reader Strategies before offering direct support. | X |  |  |
| **Third Reading (optional)** |  |  |  |
| The teacher directed the group to re-read the book for pleasure or had students “Buddy Read.” |  |  |  |
| **Skills Lesson (Teaching Points)** |  |  |  |
| The teacher clearly explained teaching points (characterization, main idea) using text for illustration. | **X** |  |  |
| The teacher modeled the teaching points for students to apply newly learned skills. | **X** |  |  |
| Students were able to return the text and apply newly learned skills. | X |  |  |
| Students added words to their ongoing word banks. |  |  |  |
| Students completed a Word Bank Activity. |  |  |  |
| **Enrichment (if time permits)** |  |  |  |
| Extension activity was relevant to and coordinated with the lesson objectives. |  |  |  |
| Extension activity required students to revisit the text. |  |  |  |
| **Closure** |  |  |  |
| The teacher focused students’ attention on a summary of learning at the end of lesson. | X |  |  |
| The teacher set the stage for the next lesson. | x |  |  |

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|  | **Place check the Yes column if present; check the No column if not.** | **YES** | **NO** |
| **Lesson Planning** | Skills from the Group Grid Sheet are incorporated into lessons and follow a sequence based on the group's instructional needs. | X |  |
| Skills from the Two-Way Communication forms are incorporated into lessons. These skills are identified in the lesson plan by either an asterisk or highlighting. | X |  |
| Lesson plans include Objective, Strategy, and Materials for all lessons; reading lessons include phonics lesson number. | X |  |
| Lesson plans are current, legible, well-organized, and maintained in a Catapult branded binder. |  | x |
| The teacher’s choice of text reflects knowledge of book selection criteria. | X |  |
| Materials represent authentic types of text. | X |  |
|  |  |  |  |
| **Classroom Environment** | Classroom is arranged to accommodate a small group setting. | X |  |
| Students have easy access to portfolios, papers, pencils, etc. | X |  |
| Class Rules & Consequences are posted. | X |  |
| Materials are well organized and the classroom is neat, clean and organized. | X |  |
| A minimum of 5 pieces of student work (current within one month) are posted. |  | x |
| Religious materials are not displayed by the Catapult Learning teacher. | X |  |
| Customer First Pledge-is posted. | X |  |
| Current STARS generated schedule is posted (missed classes for Title 1 students are listed on the back). | X |  |
|  |  |  |  |
| **Culture for Learning & Communication** | The teacher has an enthusiastic attitude and motivates students with positive reinforcement. | X |  |
| The teacher focuses on all students during learning activities. | X |  |
| The teacher responds to incorrect answers in a positive and clarifying manner. | X |  |
| The teacher demonstrates high expectations with verbal and non-verbal cues, preventive actions and reinforcement of desirable behaviors. | X |  |
| Students demonstrate an understanding of classroom and instructional routines. | X |  |
| An atmosphere of mutual respect is demonstrated by the teacher and students. | X |  |
| The teacher motivates and encourages students' persistence even when tasks are challenging. | X |  |
| Students are given adequate time to respond to questions (wait time). | X |  |
| The teacher states and clarifies the purpose and objective(s) of the lesson. | X |  |
| The teacher gives clear directions that are specific to the lesson activities. | X |  |
| The teacher demonstrates mastery of lesson content. | X |  |
| The teacher engages in active listening to monitor student responses and evidence of student understanding and adjusts instructional decisions. | x |  |

**Record Keeping: Check if present.**

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| **STARS**  \_x\_\_ Demographic Information  \_\_x\_ Student Plans generated  \_\_\_ Group Grids generated  \_x\_\_ Eligibility scores entered  \_x\_\_ Progress Reports generated  \_x\_\_ Attendance current or NY attendance cards | **Group Diagnostic Portfolio**  \_\_x\_\_ Group Grid sheets  \_\_x\_\_ ICTMs present for every group  x\_\_\_\_ 2-Way Communication Forms  \_\_\_\_ NY Bridge Forms(if NY)  \_\_\_\_ Student Academic Growth Plan | **Student Audit Files**  \_\_\_\_ Parent Consents  \_\_\_\_ NJ 407-1  \_\_\_\_ NJ Teacher Recommendation  \_\_\_\_ Tests (eligibility, diagnostic)  \_\_\_\_ Student Plans printed – end of year  \_\_\_\_ Final progress reports printed  \_\_\_\_ Student work if required by district |
|  |  |  |
| **School Information Folder**  \_x\_\_\_ STARS Class List  \_x\_\_\_ Title I rosters  \_x\_\_\_ School calendar  \_\_x\_\_ School information | **Parent Involvement Folder**  \_x\_\_\_ Parent Conference logs  \_\_\_\_ Title I Annual Meeting documents  \_x\_\_\_ Catapult/Title I Month information  \_\_\_\_ Catapult newsletters | **Student Portfolio**  \_\_x\_\_ 1 sample per month  \_\_\_\_ Math Student Resource Book (if appl) |

**Comments:** *All items checked as**NO or NA and unchecked Record items require comments. Commendations on the lesson should be recorded here.*

Estee taught about character analysis by asking her students about their grandmothers and drawing on their own experiences. She drew a graphic organizer to illustrate how they would place the traits they could express about their grandmothers all around the word grandmother. This got them engaged in the lesson and clarified the idea of identifying character traits. Then she talked about the story they were going to read which was about a characters Grandmother. When it came time to relate the objective to the character in the story, the students were able to.

Estee was clear in her communication of the objective and the students were engaged throughout the class period.

Lesson plan book – please be neater, and be sure to always include under the M, materials – graphic organizer, chart, base ten blocks, rulers graph paper etc. Also, I noticed that sometimes the group code is missing.

Add dates to the assessments on the math Skills sheets and display 5 pieces of work for the current month.

**Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observer’s Signature \_\_Pamela Miller\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_4/20/17\_\_\_\_\_\_\_\_\_\_**