



## Formal Observation

Teacher:	Estee Culbreth	Status:	Draft
District / School:	[South] Broward County Public Schools Title II PD / Saint Helen Catholic School	Observer:	Diaka Tartt
OWL Record #:	26997	Principal:	Farah Barrat
Observation Date:	12/10/19	Grade Level:	Grade 3
Program Start Date:		Duration (min):	30
Subject:	ELA/Reading	# Students:	5
Lesson Objective:	I can use my understanding of story elements to discover the theme and improve my comprehension of the story.	Sign-Off:	
IEC Collaboration:			

## Development Plan

### ★ Area of Strength

Your observer identified the following domain as a strength in your practice. Keep up the great work!

#### Proficient Questioning

#### Engaging Students in Active Learning

*Explanation: Ms. Estee Culbreth used questioning as a technique to drive the lesson.*

*Evidence: Estee asked several open-ended questions related to the objective and gave cards to students who answered with the correct story element. For example, "Where did the story take place? What's the most important part of the plot?" Several other questions were asked related to the characters, major events, problem/solution.*

### 🚩 Area of Opportunity

Your observer identified the following domain as an area for opportunity in your practice. Please note the time-bound action aimed to help you grow in this domain.

#### Developing Active Learning

#### Engaging Students in Active Learning

##### Goal:

- *The teacher will maintain focus on the learning objective.*

##### Explanation/Evidence:

- *Direct instruction very moderately supports the lesson objective.*

##### Action Steps:

- *The teacher will provide direct instruction that supports the objective. Although some elements of the Core Instructional Model were included in plans, the instruction provided during the observed lesson did not align with the learning objective - I can identify story elements to determine theme and improve comprehension of the story.*

##### Resources:

- *See attached Core Instructional Model Lesson Plan. Focus specifically on TIP (Me - Teacher directed/modeled instruction) & SAP ( We, Two, - Teacher/Student Guided Practice and Practice with Partners)*

**Completion Date:** 01/17/2020 **Follow-Up Date:** 01/31/2020

# Competency Area Evidence

## Planning and Preparation

The Teacher prepares for instruction by developing a learning plan based on the needs of the small group, by establishing a classroom environment designed for small group instruction, and by appropriately pacing instruction to allow for appropriate processing time.

The lesson objective is posted on the whiteboard as "Students will identify story elements to determine theme and improve comprehension of the story". Ms. Estee Culbreth sits at table with a small whiteboard in her hand and five students sitting closely in front of her. Student Anthologies, Resource books, and pencils are available and easily accessible to teacher and students. Overall, the classroom has been prepared for small group instruction. However, this is a temporary learning space for recently relocated Title 1 services. Due to the temporary relocation of services, only some key information is posted and "walls that teach" are minimal. The lesson begins promptly at 2:30 PM and ends on time. Two elements of the Core Instructional Model of gradual release – We and You (Guided Practice and Independent Practice) – are observed. The Pre-observation form includes a think-aloud, but a modeled think-aloud is not observed.

## Creating a Positive Classroom Culture

The Teacher creates a positive and respectful classroom culture with clear expectations, routines, and procedures that encourage and motivate students to think critically, take risks, and learn from their mistakes in order to become life-long learners.

Ms. Culbreth welcomes students and uses each student's name to address each child. At times the teacher is patient and praises the students for their participation. For example, "Awesome everyone!" or "Very good guys!" At other times she speaks very frankly. For example, "You need to focus on you and your life, not his life" or "Excuse me, I'm talking." Some behaviors indicate that routines may have been introduced, but may not be regularly reinforced. For example, students sometimes raise their hands to provide a response and sometimes students call out an answer without waiting for the teacher to acknowledge them.

## Engaging Students in Active Learning

The Teacher engages students in active learning by establishing a clear purpose for learning, scaffolding and differentiating instruction, and using open-ended questions to drive instruction.


Estee opens the lesson with the posted objective. She asks students to turn to page 5 to whisper read. Next, students choral read "Playing Pirates" and the teacher monitors. No specific instruction provided regarding the purpose of the reading or an amount of time given to read. After several minutes, students are asked to stop and review the 4 P's of Prediction. A student reads from his seat looking at an Anchor Chart posted on the wall across the room. Teacher and students exchange questions and responses about the text. The teacher asks students to continue reading from where they left off. After a few minutes, Ms. Culbreth asks "Where did the story take place?" Students identify the setting. Each student receives a red index card with each story element written on it when they answer questions correctly. The teacher proceeds to ask various questions regarding the plot, characters, major events, and problem and solution of the story. Students complete an assignment on Story Elements in their workbook on page 12 started during a previous lesson. The teacher writes the major events from the story on a whiteboard and students use the teacher's responses to copy in their books. Then they're told to complete page 13 (Somebody Wanted But So graphic organizer) independently. At the end of the lesson, students are asked, "What did you learn today?"


## Performance Ratings

---

### Developing Planning and Preparation

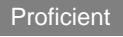
 Developing Planning for instruction


 Proficient Preparing the learning space


 Developing Pacing, wait time, and transitions

---

### Developing Creating a Positive Classroom Culture

 Proficient Classroom Culture

 Developing Expectations, routines, and procedures

 Developing Critical thinking, metacognition, and growth mindset

---

### Developing Engaging Students in Active Learning

  Developing Active Learning

 Proficient Scaffolding and Differentiation

  Proficient Questioning



# CIM Lesson Plan

		<b>Date:</b>		<b>Group:</b>	
<b>Lesson Objective:</b>					
<b>ARK</b> (20%)	<b>Activate Relevant Knowledge</b> <i>(Creating an emotional hook and setting up the patterns for the lesson)</i>				
	<b>Academic and Content Vocabulary</b>				
<b>TIP</b> (20%)	<b>ME: Teacher directed/modeled Think Aloud #1</b> <i>(The introduction and modeling of the teaching point)</i>				
	<b>WE: Teacher/Student Interactive Think Aloud #2</b> <i>(The practicing of the teaching point together as a group)</i>				
<b>SAP</b> (45%)	<b>TWO: Guided Practice (with Partners)</b> <i>(Additional opportunity for students to work together to practice the skill)</i>				
	<b>YOU: Independent Activity</b> <i>(Opportunity for students to practice the skill independently)</i>				
<b>ISS</b> (15%)	<b>Identify Student Success</b> <i>(How will you measure student success with the lesson)</i>				
<b>Reflection</b> <i>(How did the lesson go? What went well, concerns? Next steps for the group)</i>			<b>Students On-Track</b>	<b>Students Within Reach</b>	<b>Students Off-Track</b>
			<b>How will this inform your planning/approach for the next lesson?</b>		