🍃 Intervention

🔭 Formal Observation

Teacher:	Estee Culbreth	Status:	Draft
District / School:	[South] Broward County Public Schools Title II PD / Saint Helen Catholic School		
OWL Record #:	14919	Observer:	Diaka Tartt
Observation Date:	12/12/18	Principal:	Stephanie Tascillo
Program Start Date:		Grade Level:	Grade 4
Subject:	Math	Duration (min):	40
Lesson Objective:	Subtraction of whole numbers with regrouping to a maximum of 4-digits	# Students:	3
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 ### Pacing, wait time, and transitions   Planning and Preparation

Explanation:The teacher maximizes Academic Learning Time.

Evidence:Students are engaged by participating in a variety of intentional opportunities to manipulate content related to the math lesson. When some students are done, while another student is still working, they are directed to identify specific locations on world maps at the back of the classroom.

🚩 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.

Proficient Questioning   Engaging Students in Active Learning

Goal:
- *Scaffolds Questions*

Explanation/Evidence:
- *Although some open-ended questions were posed to students, the teacher asked mostly basic recall questions.*

Action Steps:
- *The teacher will take Bloom's Taxonomy into account when planning and scaffolding questions.*

Resources:
- *See Bloom's Taxonomy Questions attached.*

Completion Date:*01/07/2019* **Follow-Up Date:***01/09/2019*

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.

Students are seated at a table close to one another and the teacher. The white board, math manipulatives, and student books are all prepared and available for instruction. Estee created a clear lesson objective. The lesson began with review problems. Academic and content-specific vocabulary words are reviewed by teacher with the students and are integrated into the lesson. Maps are posted which students use to identify regions of the world, while awaiting for other students to complete assignments. Although, it would be beneficial to have a similar activity specifically related to math, this practice helps the teacher to effectively manage academic learning time.

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.

Estee speaks respectfully to students. Student work is posted which indicates acknowledgement of student effort. Students are well-behaved and attentive to the teacher. The teacher provides clear and detailed directions throughout the lesson.

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 provided instruction that effectively supported the lesson objective. Only a few of the problems involved regrouping. However, students were engaged in academic learning for more than 90% of the lesson and had several intentional opportunities to actively manipulate content. Estee often encouraged the use of academic and content vocabulary. She provided little mental heavy lifting and effectively released academic responsibility to students.

Performance Ratings

Proficient Planning and Preparation

Proficient Planning for instruction

Proficient Preparing the learning space

⭐ Proficient Pacing, wait time, and transitions

Developing Creating a Positive Classroom Culture

Proficient Classroom Culture

Proficient Expectations, routines, and procedures

Developing Critical thinking, metacognition, and growth mindset

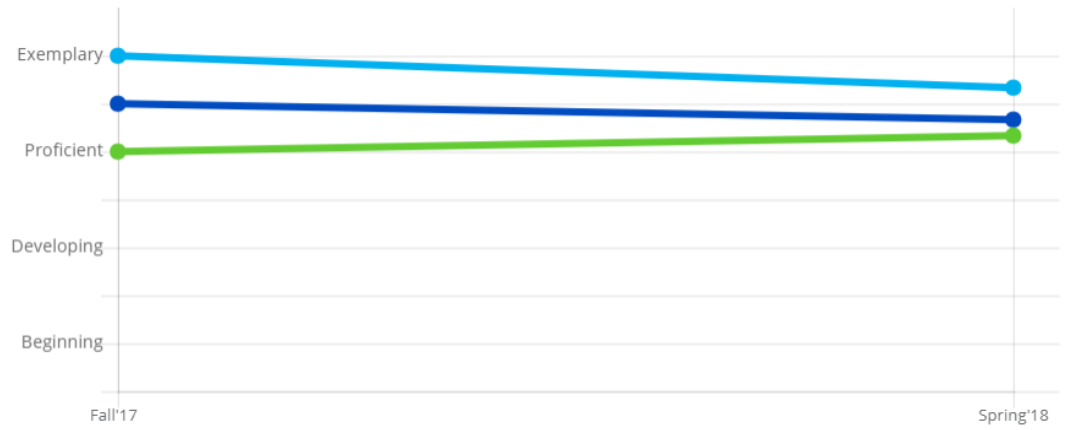**Proficient** Engaging Students in Active Learning

Proficient Active Learning

Proficient Scaffolding and Differentiation

🚩 Proficient Questioning
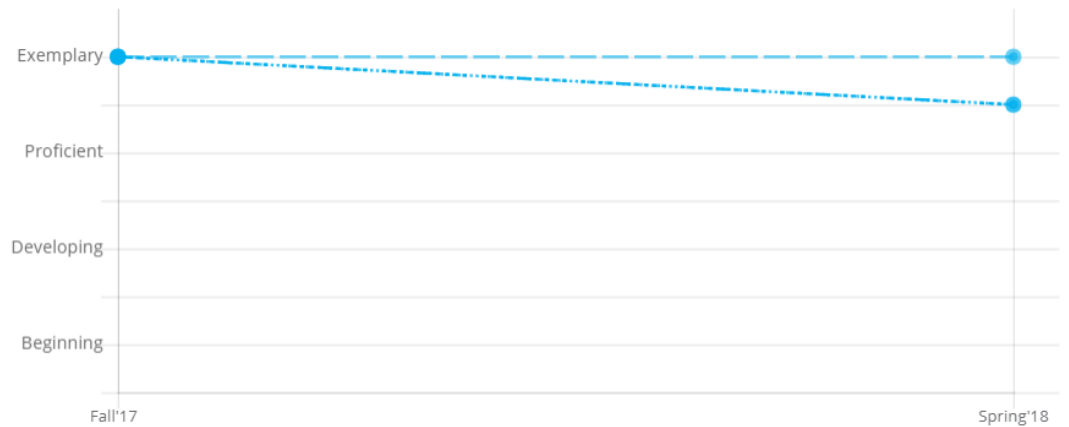
Competency Area Overview

- Planning and Preparation
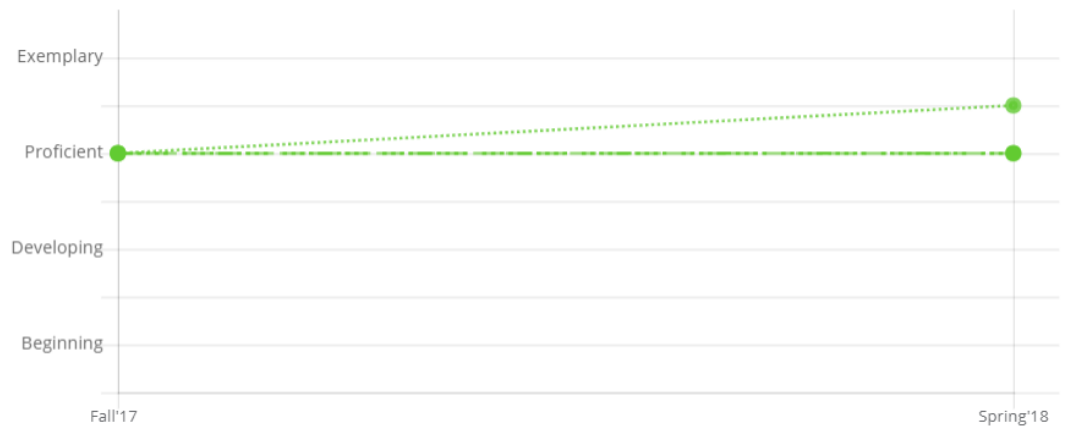- Creating a Positive Classroom Culture
- Engaging Students in Active Learning

Planning and Preparation

- Planning for instruction
- Preparing the learning space
- Pacing, wait time, and transitions
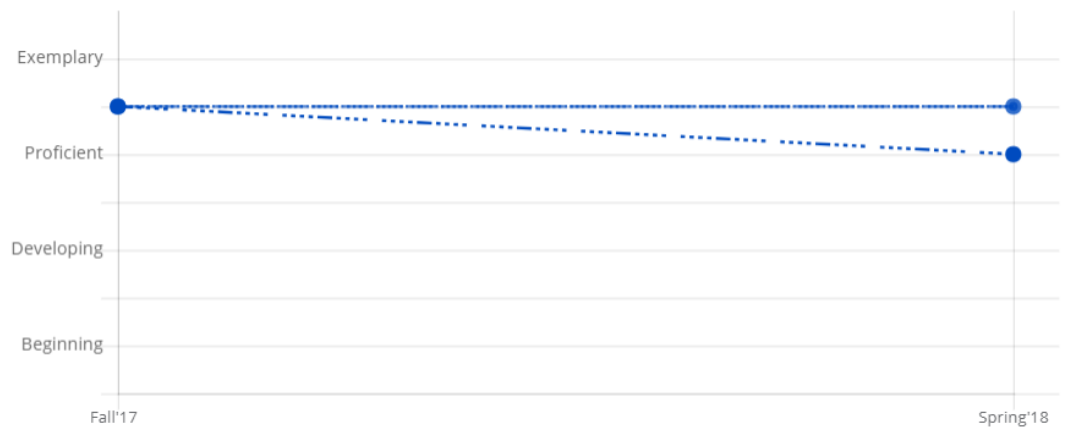

Creating a Positive Classroom Culture

- Classroom Culture
- Expectations, routines, and procedures
- Critical thinking, metacognition, and growth mindset

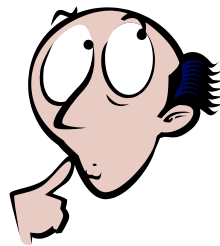## Engaging Students in Active Learning

- Active Learning
- Scaffolding and Differentiation
- Questioning

Bloom's Taxonomy
Sample Questions

Remember

Useful Verbs	Sample Question Stems
List Locate Name Recognize State Describe Recall Repeat Retrieve	• What happened after...? • How many...? • Who was it that...? • Can you name the...? • Describe what happened at...? • Who spoke to...? • Can you tell why...? • Find the meaning of...? • What is...? • Which is true or false...?

Understanding

Useful Verbs	Sample Question Stems
Conclude Define in your own words Illustrate Predict Tell Identify paraphrase Summarize Categorize Classify Discuss Match Sort Compare Contrast Explain	• Can you write in your own words...? • Can you write a brief outline...? • What do you think could of happened next...? • Who do you think...? • What was the main idea...? • Who was the key character...? • Can you distinguish between...? • What differences exist between...? • Can you provide an example of what you mean...? • Can you provide a definition for...?

Applying

Useful Verbs	Sample Question Stems
Generalize Infer Show Use	• Do you know another instance where...? • Could this have happened in...? • Can you group by characteristics such as...? • What factors would you change if...? • Can you apply the method used to some experience of your own...? • What questions would you ask of...? • From the information given, can you develop a set of instructions about...? • Would this information be useful if you had a ...?

Analyzing

Useful Verbs	Sample Question Stems
Distinguish Select Arrange Organize Outline	• Which events could have happened...? • If ... happened, what might the ending have been? • How was this similar to...? • What was the underlying theme of...? • What do you see as other possible outcomes? • Why did ... changes occur? • Can you compare your ... with that presented in...? • Can you explain what must have happened when...? • How is ... similar to...? • What are some of the problems of...? • Can you distinguish between...? • What were some of the motives behind...? • What was the turning point in the game? • What was the problem with...?

Evaluating

Useful Verbs	Sample Question Stems
Assess Justify Critique Judge	• Is there a better solution to...? • Judge the value of... • Can you defend your position about...? • Do you think ... is a good or a bad thing? • How would you have handled...? • What changes to ... would you recommend? • Do you believe...? • Are you a ... person? • How would you feel if...? • How effective are...? • What do you think about...?

Creating

Useful Verbs	Sample Question Stems
Design Compose Plan Hypothesize Revise	• Can you design a ... to ...? • Why not compose a song about...? • Can you see a possible solution to...? • If you had access to all resources how would you deal with...? • Why don't you devise your own way to deal with...? • What would happen if...? • How many ways can you...? • Can you create new and unusual uses for...? • Can you write a new recipe for a tasty dish?