




Formal Observation

Teacher:	Estee Culbreth	Status:	Published
District / School:	[South] Broward County Public Schools / Showers of Blessings	Observer:	Diaka Tartt
OWL Record #:	9608	Principal:	Brittany Mack (Ewall)
Observation Date:	04/03/18	Grade Level:	Grade 2
Program Start Date:	08/21/17	Duration (min):	40
Subject:	Math	# Students:	2
Lesson Objective:	Multi-digit subtraction with no regrouping		
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 Scaffolding and Differentiation Engaging Students in Active Learning

Explanation: Estee layers in supports (manipulatives) to help struggling students.

Evidence: Estee engaged students in active learning by providing them with base ten blocks as a math manipulative to assist students with hands-on subtraction of numbers through the hundreds. The inclusion of visual and tactile representations of numbers provided an alternative to the paper/pencil method and offered additional support to struggling learners.

 **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 Pacing, wait time, and transitions Planning and Preparation

Expectation: Teacher seamlessly makes adjustments to the timing of the lesson to meet the needs of the students.

Evidence: The review at the beginning of the lesson took nearly half of the group's assigned time.

Goal: The review and practice should not exceed 10 minutes.

Action Steps: Review and adhere to "Catapult Learning Teacher's Helper" Directed Math Activity Pacing Guidelines

Resources: "Catapult Learning Teacher's Helper"

Completion Date: 4/30/18 Follow-Up Date: 5/4/18

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.

Estee has well-prepared the learning space for small group instruction. She has done an exceptional job in creating "walls that teach" and key information is posted. It is evident that Estee routinely prepares for instruction by developing lesson plans based on student needs. Start and end times are effectively managed to optimize 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 has created a positive classroom culture that celebrates student achievement through the posting of student work and acknowledgement of student effort. She quickly and easily redirects students in a respectful way and effectively frames mistakes as teachable moments and opportunities for growth. She often pushes students to think flexibly about what they are learning and apply that concept to other contexts.

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 provides instruction that proficiently supports the lesson objective: Multi-digit subtraction with no regrouping. The lesson followed the Catapult Learning DMA-model by beginning with a warm-up and review activity (subtraction/addition facts), a word problem, vocabulary review (subtract, minus, greater than, less than, units, rods, flats), concept development, guided practice and independent practice. Although students were provided ample opportunities to manipulate content and remained actively engaged in Academic Learning Time, the review at the beginning of the lesson took nearly half of the group's assigned time. Students used base ten blocks to subtract and check their work.

Performance Ratings

Proficient Planning and Preparation

Proficient Planning for instruction

Exemplary Preparing the learning space

Proficient Pacing, wait time, and transitions

Proficient Creating a Positive Classroom Culture

Proficient Classroom Culture

Proficient Expectations, routines, and procedures

Proficient Critical thinking, metacognition, and growth mindset

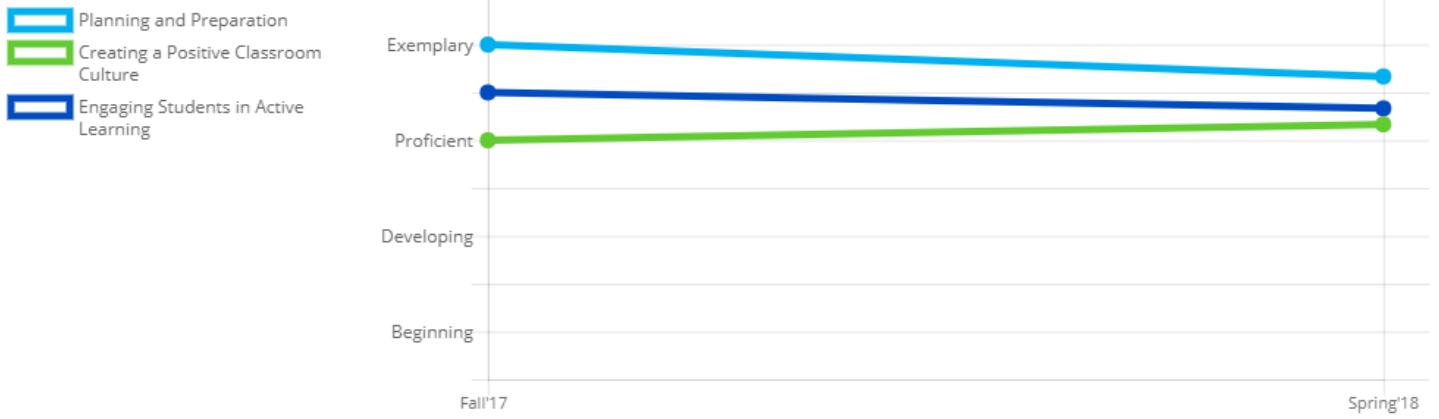
Proficient Engaging Students in Active Learning

Proficient Active Learning

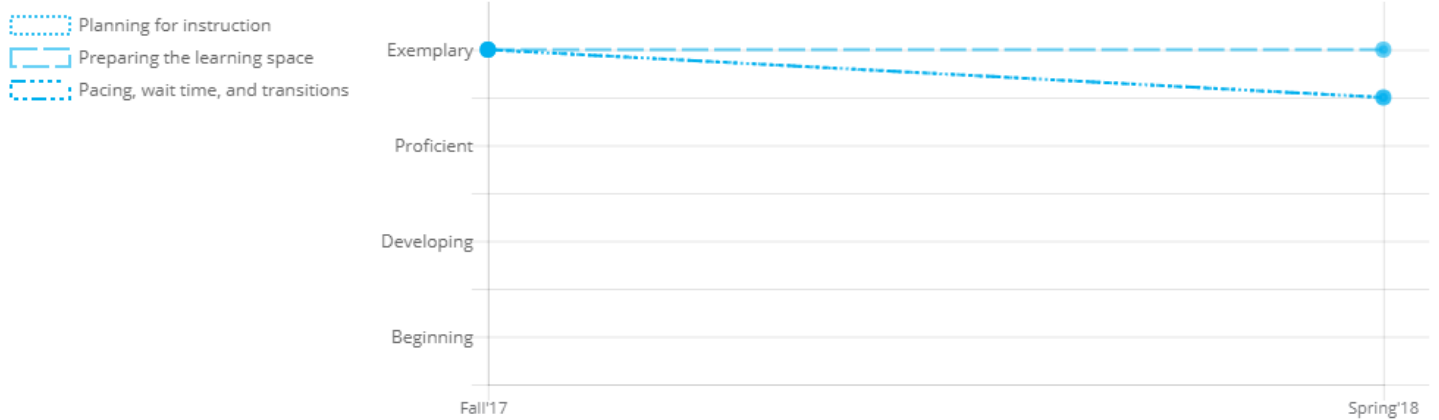
★ Proficient Scaffolding and Differentiation

Proficient Questioning

Competency Area Overview



Planning and Preparation



Creating a Positive Classroom Culture



Engaging Students in Active Learning

