



Formal Observation

Participant:	Estee Culbreth	Status:	Published
District / School:	[South] Broward County Public Schools / Showers of Blessings	Observer:	Diaka Tartt
OWL Record #:	5562	Principal:	Mrs. Brittany Ewald
Overall Rating:	3.5	Grade Level:	Grade 2
Observation Date:	01/17/18	Duration (min):	40
Program Start Date:	08/21/17	# Students:	2
Subject:	ELA/Reading		
Lesson Objective:	Students will identify character and setting.		
IEC Collaboration:			

Overall Rating **3.5**

Performance Ratings

Your performance in each competency area domain is rated on a 1 - 4 rating scale based on the observation visit and teaching excellence rubric.

4 Planning and Preparation

4 Planning for instruction

4 Preparing the learning space

4 Pacing, wait time, and transitions

3 Creating a Positive Classroom Culture

3 Classroom Culture

3 Expectations, routines, and procedures

3 Critical thinking, metacognition, and growth mindset

3.5 Engaging Students in Active Learning

3.5 Active Learning

3.5 Scaffolding and Differentiation

3.5 Questioning

Development Plan

Strengths

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

4 Preparing the learning space

Planning and Preparation

Explanation: Estee has done an exceptional job of reconfiguring the assigned space into a learning space. The room was originally a storage closet, but she has transformed it into a real classroom.

Evidence: Estee has posted key information and visual aids that come together to form "walls that teach" which aid instruction and improve student understanding. Posted on the walls is a Sight Word Wall, KWL chart, Vocabulary, Alphabets & Numbers, etc. Student use of the walls is evident during the lesson.

Opportunities

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.

3.5 Active Learning

Engaging Students in Active Learning

Explanation: All key lesson information should be posted.

Evidence: The lesson objective was orally stated, but not visibly posted.

Goal: Lesson objectives will be posted for student reference.

Action Steps: Estee will both state and post lesson objective for students to refer to during the group session.

Resources: N/A

Completion Date: 1/31/18 Follow-Up Date: 2/2/18

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 is well organized, has all lesson materials ready and available for instruction, and has effectively prepared the learning space for small group instruction. This room, which was basically a storage closet, when Estee first reported to the school, has been totally transformed. Estee has done an exceptional job of reconfiguring the allotted space into a real classroom. She has posted key information and visual aids that come together to form "walls that teach" which aid instruction and improve student understanding. Student use of the walls is evident during the lesson. Estee consistently paces the lesson to align with student needs and manages starting/ending times 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.

Students respect Estee as an educator and she has a positive professional relationship with her students. Positively stated classroom rules and consequences have been posted. Estee quickly redirects off-task students and pushes students to think flexibly about what they are learning. Student achievement is celebrated by some verbal acknowledgement, as well as the posting of student work. While Estee offers praise for correct answers with comments, such as "Excellent!", "Well Done!" "Good Job!" and "You should be proud of yourself!" She can also be a bit curt, with more blunt comments in response to wrong answers.

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.

The lesson objective included a phonics lesson on long "i" and final "e" in consonant vowel consonant "e" (CVCE) words. The lesson began with the following words: kit, pin, bit, Tim. Estee posed the following question: "If I want these words to make a long vowel ("i") sound, what could I do?" Students responded with adding an "e" at the end of each word to make the following new words: kite, pine, bite, time. Students then competed against each other in a quick game which required them to identify words with a long "i" sound based on clues. Each student then posted one of their words (fire; dime) on the wall. Next, students reviewed "Good Reader Strategies" before reading "Looking for Fang". During the reading, students whisper read and looked for CVCE words. Afterwards, students answered questions related to the characters and setting. Estee provided ample opportunity for students to actively manipulate content. By the conclusion of the lesson, students had engaged in multiple learning activities related to the same objective.