

NEW SCHOOL
TEACHING, LEARNING & CULTURE OBSERVATION FORM

CLINICAL TEACHER: Mr. Thomas
SUBJECT/GRADE: _3rd grade Math general ed
OBSERVER: Deirdre Wilson-Redmond

DATE: _10/20/17
TIME:12:57 pm

Instructional Planning and Preparation		Standard Rating				
		3	2	1	0	N/O
			x			
Evident	Not Evident	Standard Indicators				
x		Analyzes and uses student learning data to inform planning.				
x		Plans instruction and time for realistic pacing				
		Plans for differentiated instruction				
x		Develops appropriate long- and short-range plans and adapts plans				
		Coordinates plans with appropriate colleagues				
		Plans instruction based on district curriculum and pacing guides				

Notes:
Draw a rectangle, with an area of 4x8. He spoke to a student to have him confirm his reasoning for his answers. Mr. T was working from his lesson plans and looked at them in plain site during the pre-conference, but I did not asked to see them

3 = Excellent: The candidate applied the standard competently and consistently with the expectations of a beginning teacher. **2 = Proficient:** The candidate applied the standard competently and frequently with the expectations of a pre-service teacher candidate **1= Satisfactory:** The candidate applied the standard competently and occasionally. **0 = Unsatisfactory:** The candidate is unable to apply standard.

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Instructional Delivery		Standard Rating				
		3	2	1	0	N/O
			x			
Observed	Not Observed	Standard Indicators				
x		Defines objectives for the class presentation.				
		Effectively organizes learning situations to meet the objectives of the class presentation.				
x		Uses instructional methods encouraging relevant student participation in the learning process.				
		Uses class time effectively.				
		Demonstrates enthusiasm for the subject matter.				
		Communicates clearly and effectively to the level of the students.				
		Explains important ideas simply and clearly.				
		Demonstrates command of subject matter.				
		Responds appropriately to student questions and comments.				
		Encourages critical thinking and analysis.				

Notes:

Questions – class movement

Used the students to use telephone to transfer the answer around the room. It was fun to hear what they heard on the other end.

100% club was the back corner of the room. The students got up and ran there to shout out the answer chorally.

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Assessment		Standard Rating				
		3	2	1	0	N/O
				x		
Observed	Not Observed	Standard Indicators				
	x	Uses assessment tools based on division curriculum and pacing guides				
x		Uses a variety of valid, appropriate assessments				
	x	Maintains assessment information				
	x	Uses pre-/post-assessment data on each student				
	x	Maintains appropriate records				
x		Gives constructive feedback				

Notes:

Put question “How do you find an area to a rectangle?” (on board). Teacher T redirected the question to a more user friendly way.. He then worked one-on-one with a table of students who had not yet responded.

Next question posed was “How did you know that area was 8?” Thumbs up/Thumps Down

Friday Ticket draw (sometimes drawn on Mondays). Was unsure if why two students got a present.. It seemed unrelated to the lesson.

Where was the exit ticket he said he would give?

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Learning Environment 100% Club – using good kinesthetic movement		Standard Rating				
		3	2	1	0	N/O
			x			
Observed	Not Observed	Standard Indicators				
x		Arranges the classroom to maximize learning and provides a safe environment				
x		Establishes clear expectations				
x		Maximizes instruction/minimal disruption				
x		Establishes a climate of trust/teamwork				
	x	Promotes and respects students' diversity				
x		Listens and pays attention to students' needs and responses				
x		Maximizes instructional learning time by working with students individually and in groups				

Notes:

What happens to students who don't understand or who are confused? Lots of manipulatives. Thomas focused one-on-one with one group of two students. To assess knowledge, he has students stand up in one designated area to confirm that they understand the concept. Going around the room looking at classmates work and determine area based on what they see.. Did not specifically know how many students they should record.

One student had perimeter instead of area

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Professionalism		Standard Rating				
		3	2	1	0	N/O
		x				
Observed	Not Observed	Standard Indicators				
x		Adheres to laws/policies/regulations/practices				
x		Maintains professional demeanor/behavior				
x		Identifies personal strengths/weaknesses and their impact on student learning				
x		Incorporates learning from professional growth activities				
x		Communicates goals/expectations/student progress				
	x	Builds positive relationship with parents				
	x	Sets goals for improvement				
	x	Works collegially/collaboratively with school personnel and community				

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