

## Teacher/Classroom Responsibilities

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| Teacher: Jennifer Penfield   |
| Building: Klein  |
| Observer: Evans  |
| Date: 1-20-11  |
| Subject: writer's workshop   |
| Conference Requested <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

|                                     |             |
|-------------------------------------|-------------|
| <b>Observed class:</b>              |             |
| <input checked="" type="checkbox"/> | Opening     |
| <input checked="" type="checkbox"/> | In progress |
| <input checked="" type="checkbox"/> | Closure     |

| Domain 1: Planning and Preparation:  | Meeting Responsibilities | N/A | Area of Concern |
|--|--------------------------|-----|-----------------|
| <b>1a: Demonstrating Knowledge of Content and Pedagogy</b>   |                          |     |                 |
| <ul style="list-style-type: none"> <li>● Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.</li> </ul>                       | <b>X</b>                 |     |                 |
| <b>1b: Demonstrating Knowledge of Students</b>   |                          |     |                 |
| <ul style="list-style-type: none"> <li>● Differentiates instruction based on students' needs and learning styles.</li> </ul>   | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>● Demonstrates teaching techniques that are developmentally appropriate.</li> </ul>   | <b>X</b>                 |     |                 |
| <b>1c: Selecting Instructional Goals</b>   |                          |     |                 |
| <ul style="list-style-type: none"> <li>● Lesson plans include learning PA Standards or Eligible Content.</li> </ul>  | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>● Lesson plans are readily available during classroom visits.</li> </ul>  | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>● Goals and lessons reflect student learning.</li> </ul>  | <b>X</b>                 |     |                 |
| <b>1d: Demonstrating Knowledge of Resources</b>  |                          |     |                 |
| <ul style="list-style-type: none"> <li>● Agenda Books are being used by students and checked for use by the teacher in appropriate grades.</li> </ul>                          | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>● Uses a variety of resources provided by the district.</li> </ul>  | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>● Accesses resources provided by the community or outside organizations such as guest speakers, field trips, and assemblies.</li> </ul> | <b>X</b>                 |     |                 |
| <b>1e: Designing Coherent Instruction</b>  |                          |     |                 |
| <ul style="list-style-type: none"> <li>● Learning activities are relevant to the lesson's goals.</li> </ul>  | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>● Instruction allows for varied pathways according to students' needs.</li> </ul>   | <b>X</b>                 |     |                 |
| <b>1f: Assessing Student Learning</b>  |                          |     |                 |
| <ul style="list-style-type: none"> <li>● Criteria and standards have been clearly communicated to the students.</li> </ul>   | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>● Assessment techniques are varied.</li> </ul>  | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>● Teacher checks for understanding before moving to a new concept or teaching additional material.</li> </ul>                           | <b>X</b>                 |     |                 |

### Comments

As a long term sub, Mrs. Penfield has worked diligently to learn the 5<sup>th</sup> grade curriculum this year.

Mrs. Penfield used cloze notes for differentiation. She used different assignments, as well as different tests for students.

Mrs. Penfield's lesson plans include anchors and objectives.

Mrs. Penfield organized a Santa letter writing campaign through Macy's this year in order to raise money for charity.

Students met and reviewed the day's assignment before they began. During the period, Mrs. Penfield stopped to point out examples of good work, as well as keep the class on track.

In the past, Mrs. Penfield and I have discussed assessments and the need for multiple methods of grading.

# Classroom Environment

Comments:

| Domain 2: Classroom Environment:  | Meeting Responsibilities | N/A | Area of Concern |
|---|--------------------------|-----|-----------------|
| <b>2a: Creating an Environment of Respect and Rapport</b>   |                          |     |                 |
| • Teacher demonstrates respect for students.  | <b>X</b>                 |     |                 |
| • Students are re-directed with respect and without sarcasm.  | <b>X</b>                 |     |                 |
| • Students are given encouragement and support when they are struggling with a concept.                             | <b>X</b>                 |     |                 |
| • Positive comments made to students outnumber negative ones.   | <b>X</b>                 |     |                 |
| • Students demonstrate respect for the teacher.   | <b>X</b>                 |     |                 |
| • Students demonstrate respect for each other as students and individuals.  | <b>X</b>                 |     |                 |
| <b>2b: Establishing a Culture for Learning</b>  |                          |     |                 |
| • Students are actively participating.  | <b>X</b>                 |     |                 |
| • There is less teacher work than student work.   | <b>X</b>                 |     |                 |
| • There is a good deal of interaction between teacher and students as well among students.                          | <b>X</b>                 |     |                 |
| <b>2c: Managing Classroom Procedures</b>  |                          |     |                 |
| • Members of groups are productively engaged and take responsibility for productivity.                              | <b>X</b>                 |     |                 |
| • Lesson transitions are seamless.  | <b>X</b>                 |     |                 |
| • Routine classroom procedures are performed by students with few or no prompts or reminders.                       | <b>X</b>                 |     |                 |
| • The performance of non-instructional duties takes place without little or no loss of instructional time.          | <b>X</b>                 |     |                 |
| <b>2d: Managing Student Behavior</b>  |                          |     |                 |
| • Classroom standards of behavior are clear and practiced by students.  | <b>X</b>                 |     |                 |
| • Teacher model expected behaviors and gives students ample opportunities to practice them.                         | <b>X</b>                 |     |                 |
| • Teacher redirects inappropriate behavior respectfully and without sarcasm.  | <b>X</b>                 |     |                 |
| • Teacher offers support and encouragement when appropriate and always with the students' individual needs in mind. | <b>X</b>                 |     |                 |
| <b>2e: Organizing Physical Space</b>  |                          |     |                 |
| • The classroom is safe.  | <b>X</b>                 |     |                 |
| • Furniture is arranged to suit the activities of the day.  | <b>X</b>                 |     |                 |
| • Student work is displayed.  | <b>X</b>                 |     |                 |
| • Resources, materials and technology accessible to all students.   | <b>X</b>                 |     |                 |

Mrs. Penfield is approachable and open with students. She has shared personal stories with students to develop relationships.

During writer's workshop, the teacher was positive and encouraging.

Most students were working and were not distracted. Mrs. Penfield did need to redirect a group of students who had gotten off task.

Jobs are assigned in the room. Students are aware of their expectations.

Mrs. Penfield used shot cards for positive reinforcement. Certain individuals had conferencing included.

The room is arranged in groups of desks to make tables. The room seems open, with plenty of space for large and small group work. Some student work is displayed around the room, as well as posters dealing with 5<sup>th</sup> grade topics.

| Domain 3: Instruction:   | Meeting Responsibilities | N/A | Area of Concern |
|--|--------------------------|-----|-----------------|
| <b>3a: Communicating Clearly and Accurately</b>  |                          |     |                 |
| ● Directives are clear to students and reflect the teacher's anticipation of any misunderstanding.   | X                        |     |                 |
| ● Assignments are clearly and prominently posted.  | X                        |     |                 |
| ● Teacher written and spoken language is well chosen and enriches the lesson.  | X                        |     |                 |
| ● Teacher models/demonstrates what students are expected to do and/or accomplish during a lesson before letting students work independently. | X                        |     |                 |
| <b>3b: Using Questioning and Discussion Techniques</b>   |                          |     |                 |
| ● Questions are high quality. Many require students to use higher order thinking skills.   | X                        |     |                 |
| ● Classroom interaction represents true discussion.  | X                        |     |                 |
| ● All students are engaged in classroom discussions.   | X                        |     |                 |
| <b>3c: Engaging Students in Learning</b>   |                          |     |                 |
| ● Content links with students' knowledge and experience.   | X                        |     |                 |
| ● Students are cognitively engaged in activities and assignments.  | X                        |     |                 |
| ● An anticipatory set immediately involved your students in the day's lesson/activities.   | X                        |     |                 |
| ● Instructional materials and resources are suitable to the instructional goals and engage students.   | X                        |     |                 |
| ● Activities are clearly defined around the structure of the lesson.   | X                        |     |                 |
| ● Pacing of the lesson is appropriate for the needs of all students.   | X                        |     |                 |
| ● At the end of the period, students were involved in drawing conclusions and summarizing the main points of the lesson.                     | X                        |     |                 |
| <b>3d: Providing Feedback to Students</b>  |                          |     |                 |
| ● High quality feedback is given and provisions are made for students to use the feedback in their learning.                                 | X                        |     |                 |
| ● Feedback is made in a timely manner so students can make prompt use of it in their learning.   | X                        |     |                 |
| <b>3e: Demonstrating Flexibility and Responsiveness</b>  |                          |     |                 |
| ● Teacher smoothly makes any necessary adjustment to the lesson.   | X                        |     |                 |
| ● Teacher successfully accommodates questions and seizes opportunities to enhance learning.  | X                        |     |                 |
| ● Teacher has an extensive repertoire of strategies for effectively helping students who need help.  | X                        |     |                 |
| ● Teacher seeks additional resources for the school that are necessary for meeting the learning needs of his/her                             | X                        |     |                 |

Upon entering, I observed students seated around the room alone and in small groups. Mrs. Penfield was working with a small group of students seated at a table. They were working on a 5 paragraph essay, which they had started previously. Students were discussing their "bing, bang, and bongo," which is what the class used to identify their 3 topics in their paragraphs. Mrs. Penfield continued to circulate among students until the last few minutes of class, at which point several students shared their essays with the class. Students were then directed to place their pieces into their folders.

Mrs. Penfield then instructed students to begin their daily 4. This is clearly part of a routine during the day. Students quickly moved to their spots and started their work. Mrs. Penfield also conducted a guided reading session with 2 students during this time. During this time, the others worked quietly, with students working alone or together quietly. This allowed Mrs. Penfield and her group to work without interruption.

At the end of the class, students were directed to prepare for special.

## Professional Responsibilities

| Domain 4: Professional Responsibilities  | Meeting Responsibilities | N/A | Area of Concern |
|--|--------------------------|-----|-----------------|
| <b>4a: Reflecting on Teaching</b>  |                          |     |                 |
| <ul style="list-style-type: none"> <li>Accurate and thoughtful assessment of lessons is conducted and adjustments are made when necessary.</li> </ul>  | <b>X</b>                 |     |                 |
| <b>4b: Maintaining Accurate Records</b>  |                          |     |                 |
| <ul style="list-style-type: none"> <li>Teacher's records of student performance are accurate.</li> </ul>   | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Teacher's methods are timely and meet the district policy of grades being posted on a weekly basis.</li> </ul>  | <b>X</b>                 |     |                 |
| <b>4c: Communication with Families</b>   |                          |     |                 |
| <ul style="list-style-type: none"> <li>Teacher provides frequent information to parents regarding his/her instructional program.</li> </ul>  | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Teacher provides parents with information about both the positive and negative aspects of student progress.</li> </ul>  | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Teacher makes frequent and successful efforts to engage families in the instructional program.</li> </ul>   | <b>X</b>                 |     |                 |
| <b>4d: Contributing to the School District</b>   |                          |     |                 |
| <ul style="list-style-type: none"> <li>Teacher assumes a leadership role among the faculty.</li> </ul>   | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Teacher maintains a cooperative and supportive relationship with colleagues and support staff.</li> </ul>   | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Teacher volunteers to participate in school events and/or committees and makes a substantial contribution.</li> </ul>   | <b>X</b>                 |     |                 |
| <b>4e: Growing and Developing Professionally</b>   |                          |     |                 |
| <ul style="list-style-type: none"> <li>Teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skill.</li> </ul>   | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Teacher seeks opportunities to mentor new teachers, write articles for publication, make presentations, etc.</li> </ul>   | <b>X</b>                 |     |                 |
| <b>4f: Showing Professionalism</b>   |                          |     |                 |
| <ul style="list-style-type: none"> <li>Teacher exercises discretion and sensitivity in speech and action.</li> </ul>   | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Teacher is highly proactive when serving students, seeking out resources when necessary.</li> </ul>   | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Teacher challenges negative attitudes and helps ensure that all students are honored in school.</li> </ul>  | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Teacher takes a leadership role in departmental decision-making and helps to ensure that decisions are based on the highest professional standards.</li> </ul>  | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Full adherence to the district's policies and procedures.</li> </ul>  | <b>X</b>                 |     |                 |
| <ul style="list-style-type: none"> <li>Follow the PA Professional Code of Conduct and are committed to high professional standards.</li> </ul>   | <b>X</b>                 |     |                 |
| Observer: <i>Christina Warr</i>  |                          |     |                 |
| Date: <i>1/28/11</i>   |                          |     |                 |
| <i>I acknowledge that I have had the opportunity to review this observation and that my signature in no way indicates agreement with the contents thereof. I acknowledge that I have the right to submit a written response to this observation and it will be attached to all copies of this observation.</i> |                          |     |                 |
| Teacher: <i>[Signature]</i>  |                          |     |                 |
| Date: <i>1/28/11</i>   |                          |     |                 |

Comment

Forms of communication include: notes home, agenda book, phone calls. She also had volunteers in the room and invited parents for an author's tea.

Mrs. Penfield was an after school tutor this year.

Mrs. Penfield is not currently taking any professional development.

Professional Goal: