

## Teacher/Classroom Responsibilities

Teacher: J.J. Penfield
Building: Rolling Ridge
Observer: Mrs. Zajac
Date: January 5, 2012
Subject: Literacy block
Conference Requested <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

Upon entering, the students were working in varied pathways on independent learning activities. Some were writing, reading, word work, coloring and computer activities.

Mrs. Penfield was at the guided reading table Fountas and Pinnell testing a student. The students were working effectively on their individual assignment. Lesson plans were available at the desk. They were detailed and easy to understand. There was evidence of the appropriate curriculum being used.

The district initiatives were also observed as model drawing math activities existed in the plans as well as Rachel Challenge links hanging on the classroom door.

The Smart board was displayed showing the patterns -alk and -all.

Assessment techniques were varied for the learners in this class.

Questioning techniques were appropriate for the students with evidence of true discussion.

Thanks for your commitment.

## Teacher/Classroom Responsibilities

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

The classroom is colorful and inviting for learning. There is evident of student work displayed and evidence of a literature rich environment. A word wall, book baskets and posters were displayed as well.

The students seemed to transition to the smart board lesson well. They were complimented for their cooperation during the center time.

The students were actively involved in their lesson. Mrs. Penfield reviewed a vocabulary word with the class prior to a review for a reading test.

Mrs. Penfield used a variety of techniques that create a positive learning environment. Students needed to stay on task in case their name was randomly chose.

Upside down e – how could we set the student up for success? He seemed a bit embarrassed by his written work. These situations have to be assessed on an individual basis. What works for one may not work for all. How many sensitive students do you think there are in your class.

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Comments:

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 students.	X		

Center activities: The center activities were differentiated. Students were aware of routine transitions from centers.

F&P: During the assessment the student was involved in a true discussion. Do you leave the students with a teaching point at the end of the assessment? During Guided Reading, students are left with a teaching point.

Word work/vocabulary building; The students were gathered at the Smart Board to participate in the word work activity. They were guided through the lesson with encouragement.

The students were actively engaged in the activities on the smart board. Embrace the opportunity when the students begin to share their words. *Turn and talk to a partner that shares a word from our word sort.*

Redirection for talking while someone else is talking. The students seemed to enjoy the conversation throughout the lesson. Does this get tricky for redirection? Timing is necessary for this. I could see some students having difficulty with the redirection, which sometimes eliminates the third party discussion.

Capitalization: Authentic activities were used to emphasize capital letters in a title. I like how they noticed *at* is on capitalized. Is there a pre assessment activity that is used to determine the needs of the learner. How many students do you think already understood capitalization in titles prior to the lesson? How many understood it afterward?

How has it been going with our student that working on his behavior? This student seems to respond well to calm, individualized attention.

Song: The students seemed to enjoy this portion of the activity.

Closure: The students were involved in a wrap up activity at the end of each transition.

## 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>Cynthia Joyce</i>			
Date: <i>1-9-12</i>			
<p><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></p>			
Teacher: <i>[Signature]</i>			
Date: <i>1-9-12</i>			

Comment

Goal: AR is going well. Students are working to meet their million word goal.