

TEACHER OBSERVATION TOOL

Employee

Oliver , James P

Observation Evidence: What did the educator and students say and do?

2nd grade

Date And Time Spent: What amount of time in minutes did you spend on the observation?

Date of Observation: 10/24/2018

60 minutes.

Subject: What is the subject of this observation?

2nd Math

Observation Notes:

Standard: 2 (Instructional) **Indicator:** 2 **Date Added:** 11/19/2018

Note: Mr. Oliver did not place appropriate demands on students in an observation on 10.24.18 when he spent 45 minutes to go over an example problem in the math book, Envision 2.0. The task was clearly laid out for student to review the students the model used. From here, Mr. Oliver should have moved on to another question then allowed students time for independent practice.

Standard: 2 (Instructional) **Indicator:** 1 **Date Added:** 11/19/2018

Note: Mr. Oliver did not employ all students' cognitive abilities and skills as observed in a math lesson on 10.24.18. Students spent 45 minutes on an example problem in the math book, Envision 2.0. The task was clearly laid out in the teacher manual for students to do. From here, Mr. Oliver should have moved on to another question then allowed students time for independent practice. Additionally, there was no cognitive progression developed in the lesson because he only had students focus on one example problem the entire duration of the lesson.

Standard: 2 (Instructional) **Indicator:** 3 **Date Added:** 11/19/2018

Note: Mr. Oliver did not employ all students' cognitive abilities and skills as observed in a math lesson on 10.24.18. Students spent 45 minutes on an example problem in the math book, Envision 2.0. The task was clearly laid out in the teacher manual for students to do. From here, Mr. Oliver should have moved on to another question then allowed students time for independent practice. Additionally, there was no cognitive progression developed in the lesson because he only had students focus on one example problem the entire duration of the lesson.

Standard: 1 (Instructional) **Indicator:** 4 **Date Added:** 11/19/2018

Note: Mr. Oliver did not provide students opportunities to build on or challenge their understandings as observed in a math lesson on 10.24.18. Students spent 45 minutes on an example problem in the math book, Envision 2.0. The task was clearly laid out in the teacher manual for students to do. From here, Mr. Oliver should have moved on to another question then allowed students time for independent practice. Additionally, there was no cognitive progression developed in the lesson because he only had students focus on one example problem the entire duration of the lesson.

Standard: 1 (Instructional) **Indicator:** 3 **Date Added:** 11/19/2018

Note: At the start of the math lesson on 10.24.18, Mr. Oliver failed to make clear the purpose and relevance of new learning for all students. He did not review the daily objective, learning goal, or plan for the lesson with the students.

Standard:

Teacher Signature _____ Date _____

Observer Signature _____ Date _____

3 (Instructional) Indicator: 4 Date Added: 11/19/2018

Note: Mr. Oliver did not structure the classroom environment to enable collaboration, participation, and a positive affective experience for students. This negative environment was observed on 10.24.18. Mr. Oliver referred to two students by their incorrect name. Cash was called Dash and Christopher was called Alexander. Furthermore, during the hour lesson, students were observed up out of their seats, asking to go to the bathroom, sharpening pencils when they did not need to be sharpened, and asking the observer, Ms. Cyprus, if they could work in the hallway with her so they could learn. At this point, Ms. Cyprus left the observation after 60 minutes and worked with two students in the hallway. The two students stated, "We want to move on but Mr. Oliver won't let us. We already did this problem. He takes too long."

Standard: 5 (Instructional) Indicator: 3 Date Added: 11/19/2018

Note: Mr. Oliver did not structure any opportunity to generate evidence of learning during the lesson for all students in an observation on 10.24.18 when he spent 45 minutes to go over an example problem in the math book, Envision 2.0. The task was clearly laid out for student to review the students the model used. From here, Mr. Oliver should have moved on to another question then allowed students time for independent practice in order to generate evidence of learning using formative assessment.

Standard: 5 (Instructional) Indicator: 4 Date Added: 11/19/2018

Note: Mr. Oliver failed to adapt his lesson on 10.24.18. He spent 45 minutes covering an example problem in the math book. Students were finished with the model problem within 5 minutes and then began to misbehave, as no further instruction or directions were given. Mr. Oliver extended the example problem to such degree that students began to ask the observer, Ms. Cyprus, if they could leave, switch classes, or go work in the hallway. Additionally, the Instructional Aide worked with three Special Education students at the rainbow table in the corner. Their small group moved at an appropriate pace. When Ms. Cyprus asked the Instructional Aide what was going on with Mr. Oliver's lesson she replied, "I'm not sure he knows what he is doing. We did this example problem yesterday with the students. He is suppose to move on."

Standard: 5 (Instructional) Indicator: 1 Date Added: 11/19/2018

Note: Mr. Oliver failed to provide learning opportunities during his lesson on 10.24.18. He spent 45 minutes covering an example problem in the math book. Students were finished with the model problem within 5 minutes and then began to misbehave, as no further instruction or directions were given. Mr. Oliver extended the example problem to such degree that students began to ask the observer, Ms. Cyprus, if they could leave, switch classes, or go work in the hallway. Additionally, the Instructional Aide worked with three Special Education students at the rainbow table in the corner. Their small group moved at an appropriate pace. When Ms. Cyprus asked the Instructional Aide what was going on with Mr. Oliver's lesson she replied, "I'm not sure he knows what he is doing. We did this example problem yesterday with the students. He is suppose to move on."

Standard: 4 (Instructional) Indicator: 2 Date Added: 11/19/2018

Note: Mr. Oliver did not structure opportunities for self-monitored learning during his lesson on 10.24.18. He spent 45 minutes covering an example problem in the math book. Students were finished with the model problem within 5 minutes and then began to misbehave, as no further instruction or directions were given. Mr. Oliver extended the example problem to such degree that students began to ask the observer, Ms. Cyprus, if they could leave, switch classes, or go work in the hallway. Additionally, the Instructional Aide worked with three Special Education students at the rainbow table in the corner. Their small group moved at an appropriate pace. When Ms. Cyprus asked the Instructional Aide what was going on with Mr. Oliver's lesson she replied, "I'm not sure he knows what he is doing. We did this example problem yesterday with the students. He is suppose to move on."

Standard: 4 (Instructional) Indicator: 1 Date Added: 11/19/2018

Note: Mr. Oliver did not understand what he was teaching nor did the students on 10.24.18. He spent 45 minutes covering an example problem in the math book.

Teacher Signature _____ Date _____

Observer Signature _____ Date _____

Students were finished with the model problem within 5 minutes and then began to misbehave, as no further instruction or directions were given. Mr. Oliver extended the example problem to such degree that students began to ask the observer, Ms. Cyprus, if they could leave, switch classes, or go work in the hallway. Additionally, the Instructional Aide worked with three Special Education students at the rainbow table in the corner. Their small group moved at an appropriate pace. When Ms. Cyprus asked the Instructional Aide what was going on with Mr. Oliver's lesson she replied, "I'm not sure he knows what he is doing. We did this example problem yesterday with the students. He is suppose to move on." In the feedback conference on 10.24.18, Ms. Cyprus asked Mr. Oliver what the learning objective was for the day. Mr. Oliver stated, "I'm trying the best I can." When Ms. Cyprus asked why the students were misbehaving, Mr. Oliver stated he was trying to use CHAMPS to manage his class. Ms. Cyprus stated she felt they were misbehave because they were bored and ready to move on. Mr. Oliver did not reply.

Standard: 1 (Instructional) Indicator: 1 Date Added: 11/19/2018

Note: Mr. Oliver did not understand what he was teaching nor did the students on 10.24.18. He spent 45 minutes covering an example problem in the math book. Students were finished with the model problem within 5 minutes and then began to misbehave, as no further instruction or directions were given. Mr. Oliver extended the example problem to such degree that students began to ask the observer, Ms. Cyprus, if they could leave, switch classes, or go work in the hallway. Additionally, the Instructional Aide worked with three Special Education students at the rainbow table in the corner. Their small group moved at an appropriate pace. When Ms. Cyprus asked the Instructional Aide what was going on with Mr. Oliver's lesson she replied, "I'm not sure he knows what he is doing. We did this example problem yesterday with the students. He is suppose to move on." In the feedback conference on 10.24.18, Ms. Cyprus asked Mr. Oliver what the learning objective was for the day. Mr. Oliver stated, "I'm trying the best I can." When Ms. Cyprus asked why the students were misbehaving, Mr. Oliver stated he was trying to use CHAMPS to manage his class. Ms. Cyprus stated she felt they were misbehave because they were bored and ready to move on. Mr. Oliver did not reply.

Standard: 3 (Instructional) Indicator: 1 Date Added: 11/19/2018

Note: Mr. Oliver did not understand what he was teaching nor did the students on 10.24.18. He spent 45 minutes covering an example problem in the math book. Students were finished with the model problem within 5 minutes and then began to misbehave, as no further instruction or directions were given. Mr. Oliver extended the example problem to such degree that students began to ask the observer, Ms. Cyprus, if they could leave, switch classes, or go work in the hallway. Additionally, the Instructional Aide worked with three Special Education students at the rainbow table in the corner. Their small group moved at an appropriate pace. When Ms. Cyprus asked the Instructional Aide what was going on with Mr. Oliver's lesson she replied, "I'm not sure he knows what he is doing. We did this example problem yesterday with the students. He is suppose to move on." In the feedback conference on 10.24.18, Ms. Cyprus asked Mr. Oliver what the learning objective was for the day. Mr. Oliver stated, "I'm trying the best I can." When Ms. Cyprus asked why the students were misbehaving, Mr. Oliver stated he was trying to use CHAMPS to manage his class. Ms. Cyprus stated she felt they were misbehave because they were bored and ready to move on. Mr. Oliver did not reply.

Date of Feedback

11/19/2018

FeedBack to the Teacher/Directions

Feedback:

Mr. Oliver-your lesson pace was very inappropriate. Students began to misbehave because they were bored and ready to move on in the workbook; however, you chose to hold students back. You chose to have students complete an example problem that was already completed for them. This was very inappropriate for their learning. You lack withitness to understand and read your students. Students began asking me to work with them individually so they could learn. I did pull two students in the hallway and we worked through the math book on the floor. The students worked successfully and quickly. Your instructional aide stated the class had already completed the example problem yesterday in the previous lesson.

Teacher Signature _____ Date _____

Observer Signature _____ Date _____

Directives:

Move your lesson at an appropriate pace so students can comprehend but are challenged and provided with learning opportunities throughout the lesson. Do this by using classroom management techniques and incorporating minutes into your lesson plan. Also, do this by reviewing the lessons in the teacher manual before you teach them so you understand that example problems are already completed for students.

Fully implement the ReadyGen ELA curriculum and the Math Envision 2.0 curriculum. Do this by studying the materials provided to you. Do this by lesson planning using the materials.

Unless your performance improves, your overall performance may be rated as ineffective or minimally effective for the 2018-2019 school year.

Teacher Signature _____ Date _____

Observer Signature _____ Date _____