

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER OBSERVATION TOOL INSTRUCTIONAL PRACTICE AND PROFESSIONAL RESPONSIBILITIES STANDARDS	Grade/Class/Subject: 1 st grade/writing
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Teacher Name: James Oliver **School Name: Bailey ES**

Evaluator Name: Jessica Alanano _____ **Date 11/8/17** _____

Observation Time/Duration: 9:20-9:50 _____ **Conference Date:** _____

This tool is used to collect evidence throughout the observation.

Observation Evidence: <i>What did the educator and students say and do?</i>	Aligned Standard(s)/ Indicator(s)
How Thanksgiving Began. T reminds students about the video they	
S view video and are looking for how thanksgiving began. T stops the video and asked students about the scene. "What do you see?"	
S shares what they see in the video and what they had previously discussed in the lesson from the day before. T "Everyone picture this in your mind." Explains how the native Americans used tools for skinning animals.	S1: I3
T shares how the first Thanksgiving is similar to our celebration of Thanksgiving today. T asked, "What are some things you do with your own families?" A few students respond. One student shared how his parents were born in American. Another student shares how he visits his cousins. Another student shared how they pray as a family.	S3: I3
T sends students to their desks to work with their groups to add more details to their writing.	S2: I2
T challenges students to add more details to their circle map as a group. "Which group is going to get the points?" "Check out those details."	S4: I2
Classroom Rules, objectives, schedule all posted. Teacher provided feedback for the groups about their work. Teacher utilizes signal of countdown and also class cheer where he says, Bailey and the students respond Broncos. Teacher also utilizes scoreboard for productive group work.	S3: I4
Teacher shares the purpose of the lesson. "If you see details from the other group's work that you do not have you will want to add this."	S1: I3
T shares a student writing from his journal with the whole group as a good example of quality work and quantity expectations.	S4: I1
Students write in complete sentences or phrases depending on their own level.	S2: I1
All students challenged to stretch their ideas and add on to the details related to the topic.	S1: I4
T monitors groups as they work and provides directives for student that is off task.	

Observation Evidence: <i>What did the educator and students say and do?</i>	Aligned Standard(s)/ Indicator(s)
<p>Students work to understand the topic through videos, shared writing and group discussion.</p> <p>High level of engagement from all student throughout the group activity.</p> <p>In reviewing students' journals there were some students with sentences written with formulaic sentence structure repeated. Other students had complete sentences with a variety of structure.</p> <p>T provides feedback to the groups about the number of details a group has added to their topic. T practices counting the students to reinforce their counting skills.</p>	<p>S3: I2</p> <p>S2: I1</p>
Feedback to the Teacher	
<p>I love how you made the activity fun for the students. They all had opportunities for engaging with the topic and learning from one another.</p> <ol style="list-style-type: none"> 1. I noticed there were some students engaged and listening while others were distracted when you were talking during the video. How can all students be involved in the discussion instead of calling on individual students when working whole group? 2. There is a variety of abilities among students with writing. Many students used repeated simple structures for their sentences. How can you provide structure for all students to organize their writing? What graphic organizers could support the students? 3. Some students were a little quieter during the small group work. Share with me some of the expectations for participation or turn taking during group discussions. How are all students held accountable? 4. What support do you need at this time? 	