

Crafting an Outstanding Rating for Performance Element ____

Principal Observation Data 1 (Observation Notes):

Teacher: Miss Jones Grade: 5 Subject: ELA Date: 4/15/2021

1013 (entered classroom): Teacher was in process of working with small group of students while others were working on independent and collaborative tasks. There were 5 tasks in total. (1) 3 students were reading a color-coded reader's theatre script and giving each other feedback and prompts from a rubric about being smooth, having 'feeling' in their words, and making the story interesting. (2) Another group (4 students) were partner reading leveled readers from the curriculum resources. They stopped every few pages and made notes about what they read. They used sticky notes for the notes and compared them with their buddy before they started reading again. (3) Another 5 students were working in two groups with different close readers (one story appeared to be from the Benchmark intervention kit; the other had much more text) both were on the same topic of rights and responsibilities of US citizens. They were reading independently, annotating and responding to prompts in the margins. Students stopped occasionally to compare notes and discuss answers. When I went back to the group later, they were using a series of prompts to have a conversation about what they read and citing evidence from the close reader (s). (4) there were 2 students on the computer, they told me they were researching and creating presentations about an American Symbol. (5) The teacher group was working on main idea and supporting details. The students were whisper reading a leveled reader and using a graphic organizer to record "ideas" that they thought were important as they read. The teacher provided different prompts to individual students (re-read that, does that make sense?; Can I see your notes, can you tell me more about why you think this is important and may be a main idea?; I like what you did there, you re-read and corrected that word. Good job thinking about what you are reading")

1020: Teacher rang a chime, students moved without verbal direction around the room. A student showed me the rotation chart that was in their folder—I *must* and I *may* stations. The students were mixed between the 5 tasks (the groups did not all move to the same 'station'). A student told me that they went to their 'I must' station (close reader task) first so now they were at one of the 'I may' stations. The teacher group started with context clues; the teacher had three words written on the tabletop. Students scanned the text to find the first word. They read around the word to determine what the word meant (context) and discussed their ideas. The teacher encouraged them to write the word on their whiteboard with a clue about what the word meant so if they got confused when reading they had a tool. Students whispered read the first two pages, and teacher prompted at errors. Students stopped at page two and the group talked about what they read, what they noticed, and what they anticipated the rest of the book to be about. Teacher had them whisper read, prompted at points of error, and told 2 of the 5 students that they could 'turn' their voices off.

1038: Teacher rang a chime, students moved again. New group of three with teacher. Teacher welcomed them back from the session last Wednesday. Students have novel "Each Tiny Spark." Students have interactive notebook and teacher asks them to turn to one of the confusing words or passages they noted during their reading since last week's meeting. Student offered one about the word "engaged" students discussed what it meant and used the context to help the student understand; another student asked for help with a passage between the main character and a schoolmate. The teacher allowed the students to facilitate the conversations. Teacher prompted with "tell us more; where did you find that in the book. Teacher had student move back to a section of the interactive notebook about the character Gus (same from the collaborative conversation) and asked students to add to their character map of Gus.

Teacher established a new set of pages to read before they meet next week; encouraged them to use the I May buddy reading station routine to work together if they so choose between today and the next meeting, asked student to focus on the changes that they notice in Gus and Emilia's relationship. Student recorded prompt in the interactive notebook.

1055: Teacher started stopwatch on whiteboard. Students started clearing workspaces and moved to front of the room on the carpet. Teacher asked students to review the posted objectives and think about where they are and what practice they need to do tomorrow to be more confident. Asked students to turn and talk about what they are thinking about their thinking.

1058: Left room as students transition to lunch.

Principal Observation Data 2 (Summary):

Thank you so much for the opportunity to visit your classroom today. I enjoyed watching your lesson and seeing the students engaged in the learning process during my time in the classroom. During the lesson your mini lesson set the stage for the center-based instruction that the students later engaged with. You had a variety of learning opportunities for students. One area I would like to challenge you with is more student interaction with one another and less teacher direct teach/talk time. For example, in areas where you had students direct question and answer, you may want to have the students get up and find a partner to do a peer talk versus a direct teacher question/student answer session. Work to have the students engaged with each other more during your mini lesson and have your mini lesson narrowed in time so that you have adequate time to engage students in learning centers and small group leaning with you at the teacher table.

Your students had a few turn and talk opportunities. In the future you may want to think about when students were engaged in the turn and talks the questions they were asked to discuss and respond to get progressively more difficult. During parts of the lesson, you did have students explain their thinking, work to see if you could increase these opportunities for your students. During the lesson you evidenced using a variety of questioning and clarification techniques for all students and you connected new and old learning together. There were many opportunities within the lesson where students were provided opportunities to manage their own learning and behavior.

You consistently communicated the connection to the instructional objectives and the purpose for the lesson. You frequently referred back to what the students had done in a previous lesson and what you would have them do in today's lesson. The questioning techniques that you used throughout the lesson were consistent with lower-level comprehension questions. How could you scaffold learning and provide deeper levels of questioning to support the work with the depths of knowledge work we have been doing. Think about how you might provide opportunities for students to respond to lower-level questions as well as higher level questions. The varied use of questions will further challenge students cognitively. Throughout your lesson you maintained a courteous and respectful classroom environment that continuously enhanced student learning and promoted positive student behavior. Your transitions between activities were smooth to enhance time-on-task. Finally, the questions used demonstrated evidence of student learning and supported in guiding your teaching.

In conclusion, you have a nice class environment where your students are happy and they seem to enjoy your class. You have provided a safe environment for the students where they feel comfortable asking and answering questions and they are very motivated to want to complete the tasks that you ask them to complete. Your routines and procedures are clearly laid out and the expectations are very clear to the students. Thank you for the opportunity to observe in your classroom, it was a very nice class to see.

Teacher Input Statement:

In my classroom, Performance Element _____ was demonstrated consistently throughout this school year. I utilized many different strategies to effectively demonstrate proficiency in designing tiered lessons.

My lessons were crafted to support students at varied levels of readiness. I started this process by collecting and reviewing student data. Formative assessments were used daily within my classroom. My daily lesson plans include a column for formative assessments which are varied to meet student needs. Examples of built-in formative assessments include observation of think-pair-share, exit tickets, thumbs up/thumbs down, quick interviews, and four corners. In addition, I am an avid reader of educational research and often find new forms of formative assessment to keep my classroom exciting and engaging. In conjunction with formative assessment, I maintain adherence to the summative assessment schedule set by our team for fifth grade students. This schedule includes summative assessments built into the learning materials provided to us by Headquarters and created by my fifth-grade team to meet student learning needs. In general, formative assessment data is used to drive my daily instruction. It allows me to adjust my teaching practices to ensure that all students are learning. Summative assessment results are used similarly but are most impactful in guiding Focused Collaboration conversations that lead to strong lesson planning by my team. As team lead, I organize Focused Collaboration meetings to ensure that the fifth-grade team has the data needed to effectively work through the Focused Collaboration process. Due to our team's success in this area (demonstrated by student learning results: see summative assessment scores), my principal asked me to lead professional learning for all teachers in my school during a staff meeting. The professional learning focused on collection of formative/summative assessment data to guide lesson planning during Focused Collaboration meetings. The evaluation data collected from the professional learning session showed a growth in understanding of the objectives for all staff members that participated.

Data collected supports me in writing tiered lessons to support the learning of all students. My lessons include scaffolded activities that are often supported by differentiated resource materials. Reading materials are individually tailored to meet the individual student at their level while still reaching a level of complexity that is rigorous. Consistent assessment allows me to fluidly plan for students and partner them with the activities and materials that meet their current need. I do utilize the resources provided to me by my region and supplement when appropriate. In addition, to scaffolding lessons and materials, I work closely with my special education co-teacher to ensure that my plans meet the needs of all students in my classroom. My co-teacher and I review plans daily to ensure that students are supported at their level of readiness through the appropriate resource material match and scaffolded activities (please see my lesson plans for more specific information).

Within my classroom, I adjust tasks by complexity, abstractness, number of steps, concreteness, and independence to ensure appropriate challenge. An example of this is that I often utilize a rotation schedule that provides students with independent activities as well as one-on-one or small group instruction. I utilized assessment data to plan for rotations and each student has an individualized

schedule that includes instructional materials at their level and differentiated activities. Activities are adjusted to meet the individual student's needs. Activities become more rigorous when appropriate for the student and are scaled back when needed for student success.

Craft an "Outstanding" evaluation statement using the data above.

Partner "Outstanding" Evaluation Statement Feedback		
Look For	Identifying Specific Language in Statement	Feedback Notes
Connection to the element key words/phrases	Underline language that addresses the key words/phrases	
Connection to element focus area	Circle the identified focus area	
Explicit data cited	Draw a square around any explicit data cited	

Alignment to Fully Successful and Outstanding Performance Examples Tool	Highlight verbs or phrases that elevate the statement to the outstanding level.	
---	---	--