

Name _____ Obs # _____ Video / teacher _____

Observation # _____ – Evidence of Planning and Preparation

PRE-OBSERVATION PLANNING / CONFERENCE EVIDENCE		
<p>1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.</p>	<ul style="list-style-type: none"> Describe orally and in writing... Created developmentally appropriate 	<p>students are both regular and special needs students understand that measurement is accomplished by identifying a unit of measure, iterating that unit and comparing it to the item to be measured</p>
<p>1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes.</p>	<ul style="list-style-type: none"> Design and instruct using strategies for language acquisition Uses current research 	<p>whole group read aloud activating prior knowledge by reviewing measurement terms from a book read in the previous lesson tchr models estimation and measurement students complete a written learning reflection students will learn the terms: ruler, inch guided practice - whole and individual</p>
<p>1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students.</p>	<ul style="list-style-type: none"> Meets diverse student needs Plans for student's strengths... 	<p>students will practice and demonstrate estimation and measurement skills with actual objects adjust as needed to allow students time to make estimates and measurements address any misconceptions about how to measure using a ruler</p>
<p>1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning</p>	<ul style="list-style-type: none"> Communicate with each student's parents... 	
<p>1.5 knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning</p>	<ul style="list-style-type: none"> Incorporate understanding of school community and environmental factors Incorporate multiple perspectives in content 	<p>whole group and individual student questioning to review terms</p>

<p>1.6 knowledge and understanding of technological and information literacy and how they affect student learning</p>	<ul style="list-style-type: none"> • Uses technological literacy 	<p>students will sit in groups to do estimates and measurements using a ruler review of measurement terms from a book read</p>
<p>2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]</p>	<ul style="list-style-type: none"> • Understands key concepts and themes • Understands key disciplinary language • Uses current developments in pedagogy and content • Understanding learning standards 	<p>Standards 1.0, 1.1, 1.2, 1.3 This lesson is a continuation of the study of estimation and measurement that was introduced through reading a book in previous lesson. Students will learn the diff. between estimates and measurement. Students will learn measurement terms: ruler, inch. review of measurement terms from a book whole group read aloud, model, guided practice, independent practice</p>
<p>2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world context.</p>	<ul style="list-style-type: none"> • Incorporates diverse social and cultural perspectives • Incorporates individual and collaborative critical thinking and problem solving • Incorporates disciplinary and interdisciplinary... 	<p>students will sit in groups to do estimates and measurements students will be able to demonstrate their understanding through completing an estimation/measurement chart, and in their response to writing prompts writing reflection</p>
<p>2.3 Uses a broad range of instructional strategies to make subject matter accessible</p>	<ul style="list-style-type: none"> • Designs instruction to meet diverse learning needs of students • Designs learning experiences that connect to real life experiences • Designs self-directed learning experiences 	<p>whole group read aloud modeling, guided and independent practice using the ruler on actual items individual written reflection on learning</p>
<p>2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement</p>	<ul style="list-style-type: none"> • Aligns learning standards • Articulates learning objectives/goals with learning standards 	<p>Standards 1.0, 1.1, 1.2, 1.3 Students will learn the differences between estimates and measurement. Students will be able to demonstrate their understanding through completing an estimation/measurement chart, and in their response to writing prompts</p>

<p>2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge</p>	<ul style="list-style-type: none"> • Designs instruction using current levels of student understanding • Designs learning experiences using prior knowledge 	<p>lesson is a continuation of the estimation/measurement study review of measurement terms</p>
<p>2.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals</p>	<ul style="list-style-type: none"> • Organize physical space... • Incorporate technology • Organize time • Select materials and resources 	<p>students will sit in groups students will sit as a class for teacher modeling book for read aloud rulers, bag of items to measure</p>
<p>5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth</p>	<ul style="list-style-type: none"> • Use assessments to establish learning goals and inform instruction • Measures and records student achievement • Align assessment to learning goals • Implement accommodations and modifications 	<p>student observation during independent work student completion of worksheet where they record estimates and measurements</p>
<p>5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction</p>	<ul style="list-style-type: none"> • Analyze assessment data • Use assessment data to set goals and provide student feedback • Engages students in self-assessment 	<p>student completion of worksheet where they record estimates and measurements students summarize their learning by writing</p>

Questions for the teacher: Can you talk to me about the make-up of your class?

What other materials and/or resources have you found are beneficial for your student population?

How does this lesson fit in with where you want to take your students as you plan for long range goals in math?

Where do you see your students getting stuck?

As you connect with your students and their families, do your students have good support from home on their homework, parent/teacher conferences..?

How does your background knowledge of your students and their families help inform and drive your lesson plans?

Tell me more about how you plan ahead to modify lessons for your special needs students.

Classroom Instruction – Assessment - Environment

<p>1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.</p>	<ul style="list-style-type: none"> • Describes developmental characteristics of students • Creates developmentally appropriate lessons 	<p>t - We're going to be doing something very similar to what we did yesterday..making estimates and testing with accurate measurment. Why do I make an estimate? s - "to get an idea" t - After estimating i do a real measurment. why do i make a real measurement? s - "to make sure my answer is right." literature connection students use rulers with variety of objects in bag</p>
<p>3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning</p>	<ul style="list-style-type: none"> • Aligns instruction to standards • Uses research-based instructional • Engages students 	<p>t - "Can you tell everybody what you did?" students work together to measure the long string, talking about the best way to do it "We put the string, we stretched it out on the table, put the edge to the one, we um..put our finger to the edge and we counted 1,2,3..then we put our finger there, and we pulled the string and we counted 13,14, etc.pulled string again." tchr recalls prior knowledge from yesterday's story of the king modeling how to use the ruler tchr used nonexample s - "You put it at the 12, the wrong end, should have put it on the one." t "I have a big like this for every single person in the room." children counting chorally, observing each other, helping each other s- "Hey you skipped" Standards 1.0, 1.1, 1.2,1.3</p>
<p>3.2 Communicate clearly and accurately with students to maximize their understanding and learning</p>	<ul style="list-style-type: none"> • Provides directions and procedures • Uses questioning techniques • Responds to students • Communicates content 	<p>tchr kneels beside individual students, student and tchr make eye contact, tchr nods head to student responses t "look up here, I drew a redline does everybody see it? tchr uses red line on chart, models with ruler, would I put it up like this? "What is Ms. Rios doing wrong?" t -"Everyone is going to get one of these bags and a sheet like this with a place for us to estimate and for our actual measurement. What part of our body can I use to estimate one inch?" s - "thumb" tchr claps/students clap in response and look at her without speaking t - "everyone is facing forward again." "How many inches or how many thumbs would fit on a pencil?" s - 5 t - "she thinks 5, let's get some other ideas? about how many?" asked two open ended questions for closure</p>
<p>3.3 Set high expectations and create challenging learning experiences for students</p>	<ul style="list-style-type: none"> • Establishes high expectations • Articulates measure of success • Implements challenging learning experiences 	<p>t - "we want to know exactly..is this the side I used?" t - I was working wit Cnythia and zarel. They figured out how to measure the string, beause the string is much longer than our ruler. Can you tell everybody what you did?"</p>

<p>3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement</p>	<ul style="list-style-type: none"> • Differentiates instruction • Implements strategies for mastery of learning outcomes 	<p>collaborative partners for sharing information whole group modeling - ruler, estimating, actual measurement individual practice with ruler and actual objects tchr circulates through room monitoring and checking for understanding tchr stops lesson half way through to have student model strategy</p>
<p>3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology</p>	<ul style="list-style-type: none"> • Provide opportunities for collaboration • Provides synthesis, critical thinking and problem solving 	<p>students turn to partner to share times they have measured things at home: 2 students share "a man who builds a building" t "let's think about times when we make real measurements, and times when we estimate. How about if you had \$10 to spend? Guess what their size is? estimate their size? Those are times we would use estimate. Other times we need actual measurements. Would you buy a shoe that sort of fits your foot?" S - "you'd want it to fit perfect" t - "an actual measurement"</p>
<p>3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs</p>	<ul style="list-style-type: none"> • Used formative assessment • Provides feedback during / after instruction • Adjust pacing 	<p>tchr listens to student paired responses tchr models how to use ruler, "how many inches is my line?" 80% of kids raise hands, s - "8 inches" t - beautiful, do we agree or disagree?" t - "who thinks they can do this?" t - "one more minute, finish your last thought." t - "Group one did you use your ruler today to get your actual measurements? Group 3? beautiful!"</p>
<p>4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student</p>	<ul style="list-style-type: none"> • Interacts with students • Supports student diversity • Reinforces positive interactions... 	<p>tchr walks around room as students are measuring, kneels by students for eye contact, nods head affirming their response, uses facial features to emphasize her lesson and interact with students t - "Who has an idea what estimating helps you do?" s - "helps me measure now" t - is that what you wrote on your paper? tell me what you wrote?" student tries again.. s - "helps me know how to measure" t - who else thinks they know something about estimating?" s - "estimates help me by giving me a guess." t - I like how you said you got a guess." classroom rules posted child calls out, tchr "Isaiah, we hold ideas until the end and then we ask questions."</p>
<p>4.2 Creates an intellectually challenging and stimulating learning environment</p>	<ul style="list-style-type: none"> • Establishes high expectations for achievement • Promotes student curiosity and enthusiasm • Promotes student pride in work and accomplishments 	<p>children worked with bag of items t - "do we start with one or zero?" teacher nods head and agrees with student. s "zero" t - "beautiful!" t - "we're done with math today, you did a beautiful job." children complete table with estimates and actual measurements and finish with a written reflection on learning</p>

		pocket charts, word walls, book bins, children's work on walls
4.3 Manages the learning environment for the effective operation of the classroom	<ul style="list-style-type: none"> Establish, communicate expectations for behavior establishes routines procedures... establishes instructional groups 	<p>tchr clapped for students' attention and children responded with clapping 3x's</p> <p>table monitors established for passing out and gathering materials</p> <p>children sat in prearranged groups</p>
4.4 Organize and utilize available resources [e.g. physical space, time, technology] to create a safe and productive learning environment	<ul style="list-style-type: none"> Organizes physical environment... Manages volunteers and paraprofessionals Establishes classroom safety 	<p>children sat on rug in whole group</p> <p>chart paper, rulers, bag of materials</p> <p>children took turns receiving papers</p> <p>paraprofessional monitored student progress (post)</p>
5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth	<ul style="list-style-type: none"> Use assessments to establish learning goals and inform instruction Measures and records student achievement Align assessment to learning goals Implement accommodations and modifications 	<p>tchr checked prior knowledge</p> <p>students demonstrated their understanding through the completion of estimation/measurement chart</p> <p>written reflection "Estimation helps me____" To get an accurate measurement I _____"</p> <p>standards 1.0, 1.3</p>
5.2 Teachers understand, analyze, interpret and use assessment data to monitor progress and to plan and differentiate instruction	<ul style="list-style-type: none"> Analyze assessment data Use assessment data to set goals and provide student feedback Engages students in self-assessment 	<p>tchr circulated around the students and checked their responses for measurement</p> <p>t "I'm measuring in what?"</p> <p>s - inches</p> <p>t -"right, 6 inches"</p>
5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated	<ul style="list-style-type: none"> Communicate the purpose of criteria Provides preparation and practice Provides assessment skills and strategies 	<p>tchr holding ruler up in front of child,moving finger along ruler. child is counting and tchr is modeling with the string while the child is explaining orally to the class</p> <p>t "kept counting on, try that if you were having a hard time measuring your string."</p> <p>t "first you made all these estimates, all these guesses,it helps you to see if this is?"</p> <p>s "correct!"</p> <p>t - "what do I do to get an actual measurement? 2, 3, people?"</p> <p>s -"I measured with a ruler."</p>

At the conclusion of the video, review your evidence with partner #2 using the self-check questions on page 34 of your material.

Questions for the teacher:

How will the data from this lesson drive your plans for future lessons?

How are you able to use volunteers and paraprofessionals in your classroom?

What record keeping tools have you found to be helpful?

As you design assessments, what kind of modifications have you made for students?

Observation # 3 – Post-observation Evidence

POST-OBSERVATION CONFERENCE		
<p>7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth</p>	<ul style="list-style-type: none"> • Reflects on evidence of learning • Reflects on biases • Plans professional growth 	<p>t - "all students attempted the work and were engaged. Some showed cognitive engagement through discovering ways to estimate." 47% of the students were approaching the standard, 20% were achieving the standard which is acceptable for a first assessment.</p> <p>"I had one student explain how he measured the string, which was long and difficult to estimate and measure."</p> <p>"My next step would be to make up more real world problems to practice the skill."</p> <p>s - "estimates help me by guessing the correct answer."</p> <p>management reflection - "next time I would give them the tool for measuring after they have completed their estimates."</p>

Questions for the teacher: As you move forward as an educator, where would you like to see your professional learning take you next?

How did you ensure that your identified students were engaged and understanding the lesson?

How did the strategies you chose support your children's learning?