

**FORMATIVE FEEDBACK FORM
FOR TEACHERS
(Components One, Two, and Three)**

Teacher Elida Gallegos Evaluator _____

School _____ Date of Conference _____

Grade(s) 4th Subject Area(s) Observed _____ ELA

Observation Date and Time: November 12, 2009

Observation Type: Announced Unannounced

Novice Teacher OR Experienced Teacher

DESCRIPTION OF LESSON:

Ms. Gallegos' intro activity was on the board and required the students to individually respond to the question, "Would you like to live forever?" The activity was engaging as it required students to think and problem solve while permitting individual choice within the response. She explained her overall objectives for the year are to develop students' ability to comprehend texts through listening, speaking, and viewing. The goal of the specific activity (prompt) was to engage the students in personal reflection about the theme of the book, "Living Forever." The second activity required the students to "take a stand" by forming a "Human Graph" with three options - "yes, I would", "I am really not sure," and "No, I would not." Students were randomly placed in groups of four and instructed to review the chapter in which Mr. Tuck explains what it has been like to live forever. Students were instructed to select quotations from the character related to his point of view and use them in the construction of a poster which would help the young girl in the story decide if she would or would not drink the water that had the power to make her live forever.

COMPONENT 1: PLANNING AND PREPARATION

Narrative:

The outcomes expressed by the teacher in the post conference and seen during the observations represented high expectations and rigor and were connected to the sequence of learning. Ms. Gallegos explained that her overall objective for the sequence of learning was for her students to comprehend the story and the implications of the theme- the possibility of “living forever.” She clearly pointed to how the activities built upon the elements of the story and required students to address a problem and identify how the problem connected to the theme. Her specific goals for this lesson were to have the students consider the questions about living forever on a personal level, to use their personal point of view to take a stand related to the questions, concluding with identifying quotations from Mr. Tuck that revealed his point of view. The tasks and activities demonstrate an accurate understanding of the typical middle school students and supported how they would find this question intriguing. The learning activities were suitable to students and all were designed to engage students in high-level cognitive activity, with some differentiation for different groups of students. During the lesson observed, the students wrote independently, posed questions of one another, and used the novel to discover the feelings and point of view of the characters. The students had been grouped using information from a learning styles inventory. Each group included a combination of students with skills as writers, speakers, and illustrators to support the assignment requirement of creating a poster. This demonstrates the teacher’s knowledge of how students learn and how to apply that knowledge to groups of students. She noted this was an inquiry lesson, so her objectives were not being posted on the board. The learning sequence described included moving students through a variety of independent and group activities clearly sequenced to develop the students’ comprehension skills and their ability to listen to, speak, and view literature. Specifically, the culminating activity involved the students viewing the movie based on the novel and critiquing the presentation for accuracy in time period, setting, plot, and character representation. The lesson and unit structure was clearly defined around organized activities. The progression of activities is highly coherent. Ms. G. provided me with completed student work from the lesson sequence. The quality of the work was high and the completed work supported the conclusion that the students were able to apply what was learned in class while creating the projects.

COMPONENT 2: CLASSROOM ENVIRONMENT

Narrative:

The classroom was set up in both rows and lines. All desks afforded the students with the view of the board and information needed for that lesson. The prompt written on the board was clearly visible to all students. **Students and teacher used the physical resources easily and movement of furniture advanced learning.** The teacher's instruction that the students had five minutes to work was supported by a computer clock display that counted down the minutes. The sound of the computer timer signaled that the students were to stop writing. At the end of that time, the teacher indicated that she had placed three X's on the floor at which the students would form a straight line. She clearly stated that they would form the line, looking forward, hands down, and no voices. At the signal of the classroom bell, the students transitioned to take a stand. Ms. G. then told them to face each other. **Transitions were seamless with students accepting responsibility for their actions.** She explained that she would recognize someone who wished to persuade another to move to his/her line. She noted that students were free to move across the lines as often as they wanted as long as they followed the established rules. When one student proceeded to move with every statement, giggling as he went, she quietly removed the student from the line and directed him to wait in her chair. (Later, as the class was working, she had him explain what he had done to be sent to the chair. Afterward, she handed him a contract that required that he list his actions and to submit an agreement indicating what he would do to keep from being reprimanded again. **The management of the issue demonstrated the teacher's alertness to student behaviors at all times.** All interactions between teacher and students and students and other students were respectful. To form groups of four, the teacher handed out numbered chips to the students. **Combined these descriptions indicate that the standards of conduct are clear to the students.** The teacher noted that the student with the green dot on their chip would be the materials person and instructed them to go to the materials area and pick up markers and chart paper. The groups were observed reading lines from the text, and noting how what was read indicated the point of view held by Mr. Tuck. The comments of group members in the groups noted the support for each other, such as "I think that is a line we can use." The teacher circulated around the room observing, checking for understanding, and frequently knelt down to talk quietly with the groups offering encouragement and clarifications. **Students demonstrated through their active participation and taking initiative that they value the importance of the content.**

COMPONENT 3: INSTRUCTION

Narrative:

The teacher made the purpose of the lesson clear, including where the lesson is situated within the broader learning, linking that to students' interests. Ms. G communicated with the students in a calm and assertive manner. She repeated the directions several times and pointed out that the written directions for the project would be given to them by the materials manager. She established what would be learned today related to the question, "Would you like to live forever?" She reminded them of "point of view" supported by quotations from the book and modeled how to select the best quotes. The initial two activities lasted from 10 to 15 minutes in which the teacher and students posed questions and responded to each other. The levels of questions ranged according to the person posing them Ms. G established high expectations for their completed work by reviewing what they considered quality work. Student responses include such things as "nice handwriting, neat and organized, color, and" The initial question posted on the board, "Would you like to live forever" provided immediate cognitive engagement for all students. When students were in the lines offering convincing reasons to move, the teacher paraphrased or clarified such as, "Did I hear you say that you wanted to live forever because you would be young forever? All students were encouraged to participate in the discussion on the line and in groups and all comments were accepted. When discussing with groups the teacher frequently tagged questions to what a student had noted as information from the text such as, "Mr. Tuck said that at first it was great, but then his friends grew old and died." She used wait time effectively and did not provide the answer, but directed the students to the text. Questions were of uniformly high quality with adequate time for students to respond. Students posed questions of the teacher and other students. The resources were set out on a table in the back already grouped for the materials manager assuring that little instructional time was impacted. Students worked in collaborative groups to review the chapter and create the poster. All groups were engaged by the activity and students were heard sharing ideas such as, "I think that he did not like living forever because all of his friends died" and offering suggestions for the visual, "We could use pictures and quotes from the book to make it stronger." Students assumed considerable responsibility for the success of the discussion. The teacher circulated among the groups offering support and posing questions. She used paraphrasing and mediating questions to enforce student thinking and/or guide them. "Did I

hear you say that you think that Mr. Tuck missed his friends?” “Where did you find that evidence?” She was accessible to all groups and was responsive to their questions and ideas. **The instructional groups were productive and were created appropriately for the purpose of this lesson.** She noted in her post observation conference that she realized that she had not given them enough time to complete the work that day and had extended the time to include most of the period the next day. To accommodate groups that had completed the work more quickly, she asked them to pretend that they were journalists who just heard about the pool of water and its powers. They were to create ad to both inform and warn people about the potential of drinking the water. They would be able to present that to the class after the posters were discussed.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

Plans are based on extensive knowledge of this content; they are designed to engage students in important learning. All aspects were completely aligned to accomplish the delivery of the lesson.

Students are encouraged to contribute to the functioning of the classroom. The culture is punctuated by positive interactions, pride in the work they are accomplishing. Routines are seamless and clear. Combined the environment is conducive to a high-level of learning. All students are engaged in learning and make contributions to the success of the lesson. Activities and assignments are of high quality.

Teacher will submit personal areas for growth.

An Improvement Plan is required if the OVERALL lesson is unsatisfactory and “PERFORMANCE IS UNSATISFACTORY” is written in the Commendation / Recommendation section of this form and the statement is initialed.

The Improvement Plan will be focused on the component(s) indicated:

Component 1

Component 2

Component 3

The teacher and evaluator shall sign the Formative feedback form to indicate that the lesson has been reviewed and discussed, not that the teacher necessarily agrees with the observation or comments on this form.

Teacher's
Signature _____ Date: _____

Evaluator's
Signature _____ Date: _____

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

A teacher may challenge the conclusions of a lesson observation if "**PERFORMANCE IS UNSATISFACTORY**" is written on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in **writing** within **fifteen (15) working days** of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level credentialed evaluator. Any additional information will become part of the appraisal record.