

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

Teacher Heather Hold Evaluator \_\_\_\_\_

School \_\_\_\_\_ Date of Conference \_\_\_\_\_

Grade(s) 8<sup>th</sup> Subject Area(s) Observed ELA

Observation Date and Time: November 12, 2009

Observation Type: Announced  Unannounced

Novice Teacher  OR Experienced Teacher

**DESCRIPTION OF LESSON:**

The lesson observed with the 8<sup>th</sup> grade class revolved around box plots. The students were observing a box plot presented on the “smart board” and writing response to recall questions on their personal white board. The objectives were included on the board noting that the students would be able to - 1. Identify the parts of the box plot. 2. Identify the number that the specific points equaled. At the beginning of the lesson the teacher asked the students to turn in their homework (identification of the elements of a box plot). During the first fifteen minutes of the lesson the teacher pointed to the letters on the box plot and asked that the students write their response on a “white board”. Answers were to be conveyed only in writing. No students were called on to clarify their responses or explain how they determined their answer. During the next fifteen minutes the teacher repeated the sequence asking that the students indicate the numerical value of each of the points contained with the box plot. Students were instructed to turn in the markers and paper towels that had been distributed at the beginning of the class. Homework was handed out which consisted of 20 identification problems that required the students to respond to naming the points on the box plots and the numerical values.

## COMPONENT 1: PLANNING AND PREPARATION

### Narrative:

During our post-observation conference, Ms. Hold noted that she had planned how she would use the “smart board” and “white boards” during the lesson. The “smart board” allowed her to present the problem in front of the room and made it possible for her to point to each of the points located on the box plot. Ms. H. provided a copy of her plan and noted that the objectives were contained on the slide. Ms. H. indicated that she knew the students had covered the content the year before and they had told her the day before that they had done so. However, Ms. Hold wanted to assure that they truly understood the concept and decided to review it with them. **The outcomes represent moderately high expectations and rigor.** Students had begun the sequence the previous day and the homework required them to identify the parts of the plot and the numerical values represented by the points. Ms. Hold planned to review the concepts of a box plot by pointing to locations on the plot and having the students name the location or value on a “white board”. The activities represent a **moderate cognitive challenge, with no differentiation for different students.** At the post conference, we discussed that there were three times when the students held up incorrect responses and that seven students were drawing comments to flash to their friends. Ms. Hold responded that she did not observe these actions, but that this did not surprise her. **Ms. Hold did not monitor student behavior and appears unaware of what the students are doing.**

We discussed the activities selected for this lesson. The activity consisted of the teacher using the “smart board” to indicate the position of a value and students were to identify the value and write it on their “white board”. **The goals were limited to only one type of learning.** The students did write on the “white board”, but there were many times when what was written was not what Ms. Hold had asked for. In our post conference, Ms. H. noted that she did not always see what they had written, but that they were being “typical middle school students.” We discussed how Ms. H. would know that the students had learned the material. Ms. H. stated that assessments would be their responses on the “white board” and the two homework assignments. During our post conference it was noted that when the answers were incorrect and were not corrected. Several times students wanted to discuss the response, but Ms. Hold told them that what they needed to do was to “write it on the white board.” When the lesson concluded earlier than planned homework was handed out. Students were told to read a book or work on the math. Over 65% of the students elected not to do either.

## COMPONENT 2: CLASSROOM ENVIRONMENT

### Narrative:

The students were seated in sections of tables, six desks to a row. The left side of the rows touched the heat/air conditioner registers in the room. There was only enough room for the students to step into the row and be seated. All students were able to see the “smart board”. The arrangement made it impossible for the teacher to circulate through the room. However, there was approximately twelve feet between the last row and the table at the back of the room that could have been used to separate the rows. The classroom set up made it **unsafe** for many of the students if they were required to move quickly. The arrangement of the furniture hindered the learning activities. At a table in the back, a young lady was seated alone. While she had materials with her, she did not use them nor was she provided with any of the distributed materials. She kept her head down the entire instructional time. **The student not with working the teacher was not productively engaged in learning.**

Ms. Hold explained how she had established routines for distributing materials and resources. Ms. H. commented on the fact that “these students don’t know how to use markers and paper towels appropriately. I have worked on it for months.” Ms. H. had an established method for handing out and collecting materials, paper towels and markers. She selected one person to distribute and collect the materials. As the materials were handed out the students were instructed to take a marker and pass the others down. As the process rolled out, students began arguing over the color of marker they received. Some took the caps off of the markers and wrote on the person in front of them. No teacher interventions were observed. The students’ behaviors were not monitored and the teacher’s actions and post conference comments indicated that she was unaware of what the students were doing. The student handing out the material attempted to handle the situation by telling those in the line to “stop doing that (drawing) and pass the markers down.” Several students responded with comments such as “you aren’t my boss.” When the paper towels were handed out, students were instructed to take one to erase the board. Three of the students proceeded to rip the towels into small pieces and throw them at the people near them. Later, as the materials were collected similar events took place. Although there was a system in place for distributing the materials, **the materials were handled ineffectively, with much time being lost between segments. The interactions noted were characterized by conflict and put-downs.** Standards of conduct appear to have been established but are not enforced. As she collected the paper towels, the same

students refused to pass them down and instead threw them at her. During the post conference it was noted that **transitions were chaotic with much time being lost** due to the students interacting with the person passing out the materials and the materials handed out. Students then transitioned to working with the “white boards”. At the beginning of class, the most students did as directed. Five minutes into the period, the observer noted the following: Three students wrote A-F and immediately answered the anticipated questions. Ms. Hold’s instructions indicated that they should respond to only one location at a time. These same three proceeded to create messages for others in the room, each break changing the message and illustrating the borders. After the initial messages were flashed, others became engaged in creating responses. Instead of considering the correct response, they either copied the response of their neighbors or wrote down any number. Although Ms. Hold scanned the room for responses, she never responded to the fact that incorrect answers were held up nor did she seem aware of the messages being flashed. Within 12 minutes of the beginning of class **learning had shut down** and students were engaged in writing messages to other students. With 10 minutes until the end of the class, homework was handed out. The teacher stated that the students could read a book or start on homework. The observer noted that some left their seats, tripped one another and/or talked in elevated voices. The teacher’s only response to the misbehavior was telling students to look at the chart about the noise level and to “tone it down.” The majority of the students continued to talk in an elevated tone. **Ms Hold was inconsistent in her responses to student behaviors.**

### **COMPONENT 3: INSTRUCTION**

#### **Narrative:**

The teacher projected the box plot on the “smart board” at the front of the room. The objectives for the lesson were included on the “smart board”. The students had a similar sheet denoting the diagram and the point names on it. The teacher’s directions to the students were clear. Students were instructed to look at the location she pointed to and then to write the position or numerical answer on their “white boards.” (The white boards were student made consisting of a piece of notebook paper and a plastic sleeve.) All questions were factual recall questions and the only type of response accepted was the written response on the board. The teacher’s **questions were all of low cognitive challenge with a single correct response**. When students wanted to discuss the answer they were told, “I just want to see the answer on your board.” This process took 35 minutes of the 45 minutes of class time. At no time were the students asked to discuss their reasoning. Although incorrect responses were held up, at no time did the

teacher indicate that she saw an incorrect answer. Interactions between teacher and students were predominately recitation style. It was observed that during the first 10 minutes of class, four students made these comments, "We did this last year." "Come on, this is the same old stuff that we did before." "I got an "A" on my test last year when we did this." These same students immediately wrote the letters and the correct response on the white board. They then wrote messages to their friends, "This is really silly." "She thinks we are still in 6<sup>th</sup> grade." At one point, 35% of the students held up an incorrect answer and 50% were writing messages to each other. Of those 50%, 30% had correctly identified all the responses to the posed questions. The teacher did not monitor student learning accurately. Ms. H. did not circulate among the students at any time during the class period. Twenty minutes into the lesson, six students began to write on either the person next to them or themselves with markers. Five students then began to tear up the paper towels and threw them at others. The teacher did note this once and told the student to "Stop being so childish." The teacher remained at the front of the room pointing to the locations, adjusting the smart board, or scanning for responses.

Ten minutes before the end of the class, the teacher handed out the homework but did not go over any specific directions. The students were given the option to work on the homework or read a book. The teacher provided me with a copy. The work consisted of twenty problems that required the student to either name the location on the box plot or identify the number represented by the point on the box plot. Two students threw the homework paper away saying, "She never looks at it."

**COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:**

*(For training purposes, the participants will construct this section)*

This lesson is unsatisfactory. INITIALS Indicated by administrator.

**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.