

# Classroom Observation Report

Indicate teacher performance by placing a check mark in the appropriate box by using the following rating scale.

*Meets Expectations.....2*

*Needs Improvement.....1*

*Not applicable or observed....NA/NO*

**Teacher: Sandy Behrends**

**Subject/Grade: First**

**Building: JB Elementary**

**Date of Observation: 10/8/2013**

**Evaluator: Peyton Lewis**

**Type of Observation:** ☒ Formal ☐ Informal

MAJOR COMPETENCY/TEACHING TRAITS	PERFORMANCE OF COMPETENCY		
<b>1. The teacher communicates accurately and effectively in the subject area.</b>	2  X	1	Comments  You did a great job of relating the material to your students.
A. Exhibits accurate and up-to-date knowledge of subject/grade being taught through the use of current materials.	X		I thought you showed a nice level of comfort with the new math series.
B. Provides accurate oral and written communications in the classroom at the appropriate level of instruction.	X		You have a very polished style of relating to your class.
C. Communicates to the student the instructional intent or plan at the beginning of each lesson.	X		You explained to the students the objective of the lesson.
<b>2. The teacher creates an atmosphere conducive to learning and self-discipline.</b>	X		Your room is a lot of fun to visit. I really enjoy seeing how inviting you've made your classroom for our students!
A. Exhibits a positive attitude and encourages positive behavior among all the students.	X		Your tone of voice wasn't "monotone" you have nice inflection in your voice and you came across as being excited about the material.

B. Allows opportunities for the students to express ideas, needs, and interests.	X	You displayed patience when students would ask questions.
C. Is sensitive to the needs and feelings of each student.	X	Even when students would ask questions that didn't pertain to Math Mountains, you let them finish and you acknowledged them.
D. Recognizes and responds positively to the student's efforts.	X	You gave appropriate praise to students when they displayed understanding of the concepts and counting strategies.

<b>3. The teacher plans his/her instruction to achieve selected objectives.</b>		I thought your lesson was very organized and your transitions were very quick with little to no wasted time.
A. Identifies and selects appropriate learner objectives.	X	I thought you paced the counting strategies appropriately and gave the students enough time to master each objective.
B. Selects appropriate teaching procedures and techniques.	X	"The first thing I do is always the same, I pick up my pencil and write my name...." Your prompts were all age appropriate and were given quick enough to have meaningful impact.
C. Is well prepared as evidenced by comprehensive lesson plans through the use of curriculum guides, course content guides and textbook materials.	X	Your lesson book was out on your desk and it was organized and you followed the lesson sequentially.
<b>4. The teacher manages the classroom to assure the best use of instruction time.</b>		You have a very good handle on any classroom disruptions. It was fun to watch you pull from all of your classroom experiences and utilize various prompts from your extensive "toolbox."
A. Routine paperwork and clerical requirements are handled promptly and efficiently.		N/A
B. Directions for transitions between activities are clear and concise.	X	Great utilization of your support staff. Handling all those little counting pieces didn't look easy.

C. Materials for student distribution are organized and available when needed.	X	Again, you and your support staff were prepared and little time was wasted while transitioning from counting pieces to whiteboards.
D. Student-to-teacher and student-to-student interaction is evident.	X	The students seemed very comfortable sharing ideas with you. This only happens if there is consistent communication. Nice job.
E. The teacher makes good use of instructional time.	X	Not one minute wasted. Awesome!
<b>5. The teacher organizes instruction to account for individual and cultural differences among students.</b>	X	I didn't notice any students who had special accommodations. However, Jan Gerdes and Holly Hawley was helping a few students who had a need for extra attention.
A. Instruction is provided to take into account differences among learners.	X	N/A
<b>6. The teacher uses a variety of instructional techniques, methods and media equipment, and materials related to the objectives of the lesson.</b>	X	Large whiteboard, math boards, counting pieces, counting in pairs, and working independently were all examples of varied instruction.
A. A variety of instructional techniques, media equipment and materials appropriate to the instruction are used.	X	Refer to #6
B. Opportunities are provided for students to practice and apply knowledge and skills.	X	Multiple opportunities were provided for students to display their knowledge through practice on boards, counting with their "flashing hands", etc. Lots of practice going on during that lesson.
<b>7. The teacher is knowledgeable of and uses effective assignment techniques.</b>	X	The students were grouped into small groups for one assignment, worked on small white boards, and did worksheets.
A. Communicates the assignment and expectations for its satisfactory completion to the students.	X	You explained to the students how to use the math mountains and how they are similar to factor families, etc.

B. Assistance is provided to individual students in the process of completing the assignment.	X	I thought you utilized your support staff very well in helping students understand each concept.
C. Assignments are varied to accomplish the instructional objective and to accommodate learner differences.	X	Visual learners would benefit from seeing the formation of each math mountain. Auditory learners would benefit from hearing you discuss the many different ways to solve each problem.
<b>8. Teacher continually monitors time allocation and behavior of the students during instructional activity to ensure effective use of instructional time.</b>	X	Each portion of your lesson was given adequate time for each student to complete. You were actively moving between tables helping each student as they asked questions. Very little time, if any, was wasted during this one-hour lesson.
A. Classroom distractions are kept to a minimum.	X	Whenever students would begin to get off task you used one of your vocal/audio prompts to regain their focus. Great job in this area of classroom management.
B. The classroom environment is conducive to learning and to teaching.	X	Outstanding in this area. As I stated earlier, I think your classroom is very festive and you frequently change the display in the hall in front of your room. Students love to see their work on display and it can really help motivate them!
C. Students are appropriately reinforced and reprimanded to achieve the desired behaviors.	X	When students disruptive during class you handled it by not drawing anymore attention to them and quickly moved them back on task by reminding them of appropriate behavior.

Evaluator's Comments:

**Objectives:**

You continually explained the objective of the lesson and discussed how the numbers within a Math Mountain relate to one-another.

**Planning:**

All materials were organized and ready for each transition. The classroom was organized and there wasn't any wasted time looking for materials. Your support staff knew what to do without being prompted.

**Instruction:**

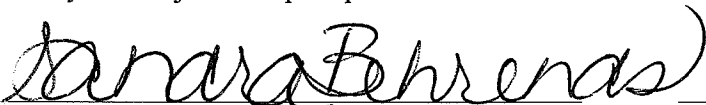
Sandy it was really enjoyable to see you interact with your students while teaching this math lesson. You had the classroom organized with materials ready for each transition. Your support staff knew exactly what their roles were and you utilized them well. I liked how you continually talked about previous lessons and built upon the student's previous knowledge about "factor families" and how they relate to Math Mountains. You even brought up some of the content they went over in Kindergarten, making the material more relevant to them. It is obvious you care about your class and you want each student to succeed.

**Classroom Management:**

This is an area that you excel in. It is obvious that you have a cache of tools to draw from to effectively manage your classroom. A major component of your classroom management is how prepared you are during class. There wasn't any down time between transitions and this is an area where many lessons begin to fall apart. It was great to see how engaged the students were during the lesson.

**Assessment:**

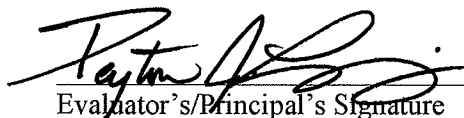
Overall, I'm very pleased to have a veteran staff member like you working with our primary level students. They are very lucky to have a professional like yourself who clearly cares deeply about the success of each of your students. Happy to see that you are so willfully displaying your student's work in the halls and continually updated and rotating their projects. I would like to see you continue to be a leader for our younger staff members in the elementary. They could learn a lot from your experience and ability. Great job! Keep it up!!



Teacher's Signature

10-14-13

Date



Evaluator's/Principal's Signature

10/11/2013

Date

Signature of the teacher indicates only that the teacher has received the evaluation and met with the evaluator. The signature does not indicate the teacher agrees with the evaluation, and the teacher may, within 5 days, write a response to the evaluation.