



## Focus Observation Notes

### YES Prep North Central



**Teacher:**

**Date:** Tuesday, May 19<sup>th</sup>, 2009 **Time In:** 1:25 **Time Out:** 2:30

**Observer:**

**Class and Topic:** 7<sup>th</sup> grade Spanish

**Focus Area 1:** Effective Instructional Planning-focus on student (engagement and interest)

- Student-centered classroom
- Effectively addresses different learning styles
- Some differentiation so that students are appropriately challenged
- Discovery lesson

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<p><b>Specific lesson:</b></p> <p>-The stations were a great idea and you had a student centered classroom! You implemented discovery learning, had them switch in appropriate time intervals, had them draw on the worksheet, watch a video in two stations, etc.</p> <p>-You only talked to the entire class to give directions and this lasted about 7 minutes 😊 This is INCREDIBLE for a first year teacher!</p> <p>-I asked students, "In a normal week, how many days do you enjoy coming to class?" They responded: 6 days a week-1 student, 5-13 students, 4-3 students, no students said 3, 2, 1 or 0.</p> <p>-I asked students, "In a normal week, how many days do you understand what you are learning?" They responded: 5 days a week-10 students, 4-3 students, 3 days a week-2 students, and no one said 2, 1, or 0 days.</p> <p><b>TSR:</b></p> <p>-On your midyear TSR you had an AP/P in this indicator, and after your second semester full observation you were bumped up to a P. Continuing to differentiate lessons will get you a mastery next year 😊</p>	<p><b>Specific lesson:</b></p> <p>- Students were on task, completing their charts. When you noticed Joseph had his head down and was not participating, you told him he needs to focus and get his work done. You were supportive, but stated clear expectations for what he needs to do in class. This was excellent! I think it should have been done earlier in the class period though.</p> <p>-Kinesthetic learning: I wonder if one station could have been a scenario. They have to pretend to be Incas and act out a ceremony at Machu Picchu.</p>	<p><b>Specific lesson:</b></p> <p>-Can you think of any ways, now that you have taught the lesson, that you could have differentiated more?</p> <p>-In terms of the summer, what can you do on unit plans or long term plans to ensure more differentiation?</p>





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**Focus Area 2:** High Expectations

- Creates a culture of high expectations
- Drives all students to achieve at high levels
- Drives students to hold themselves accountable for success every day
- Students occasionally take risks such as volunteering or making mistakes

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<p><b>General:</b> -You came into the year without a curriculum as a first year teacher and have done an amazing job figuring out management, instruction, school culture, etc. etc.</p> <p><b>Specific lesson:</b> -On the comparison chart, you had extension questions students could answer when the finished. It may be helpful to have space for them to write this. -You have established such a strong culture in your classroom. It is an IDEAL environment for them to start taking more academic risks.</p>	<p><b>General:</b> -Ensuring students are speaking, listening, reading, and writing Spanish as often as possible regardless of their proficiency is a great way to push the higher students.</p> <p><b>Specific lesson:</b> -Showing student work in the beginning of class or being clear about the expectations in regards to quality would ensure students turn in work that is neat, complete, and accurate. -I asked a high student what one thing you could do to improve and he said, "I would like to learn more Spanish vocabulary words." -While students completed an exit ticket and you did a great job conferencing with each group, there wasn't a whole class check for understanding (or intentional individual CFU). Giving them an answer key for the chart so that they could check their answer would have been helpful.</p> <p><b>TSR:</b> -You had an AP on the midyear TSR and you have an AP on the final TSR.</p>	<p><b>General:</b> -What are the questions on the district assessment related to this objective? In the future you could have multiple choice questions on your exit ticket modeled after the district assessment. -How many projects have you done this year that have pushed the students to really think about what they are learning? Over the summer as you focus on long term planning and unit planning, you should try to come up with 3-4 SOLID projects for the year.</p> <p><b>Specific lesson:</b> - In terms of quality, what do you notice about the student work? -What can you do to ensure students have neat, complete, and accurate work? -How could you push them even more on the Spanish vocabulary?</p>





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**Focus Area 1:** Effective Instructional Planning-focus on student (engagement and interest)

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**Additional Notes/Comments:**

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**Focus Area 2: High Expectations**

- Creates a culture of high expectations
- Drives all students to achieve at high levels
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<b>KEY TAKE-AWAYS</b>		
<b>Keep Doing</b>	<b>Start Doing</b>	<b>Think About Not Doing</b>

<b>ACTION STEPS (if applicable)</b>
1.
2.
3.

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*Instructor's signature*

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*Observer's signature*

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*Date of Conference*

