

Observation Cycle Record - Feedback (Focused)

1. **Teacher**

[REDACTED]

Observer

[REDACTED]

School

Administrative-All: Adult Basic Education

Date

03/02/2015

Grade

ELL 2

Subject

ELL

Student learning was best when/because..

During the sorting and partner work, the students were most engaged. The best part was in durinf the student's time of sorting the words and filling out the graphic organizer by parts of speech, and then using that information to formulate thier own sentences of how they spend or save money, independently .

Student Learning could be better if...

Students learning could be better if grouping was determined prior to the lesson to assign a low ELL2 with a high ELL2. With various ability pairing, learners from both high and low proficiency can be more engaged comprehending the process. This would ensure that all students are engaged equally.

Student learning could also be better if deeper DOK questions were even more specific to help them focus on a more relevent demonstration of the objective.

Follow-up Provisions and Next Steps

Continue to focus on encorporating DOK in all lessons. Especially to be intentional and purposeful to include DOK 3 and 4 into the lessons.

Explore inentional grouping- especially with regard to ability pairing.

Erin will provide research of DOK 4 examples in low level English classes.

(Upload Note):

If you object, please upload additional information in the "Additional Information" step.

Please e-mail tequestions@mpls.k12.mn.us if you have further questions.

Signatures

[REDACTED]

Observation Cycle Record - Feedback (Full) for [REDACTED]

03/02/2015 @ 01:33 PM

Observation Cycle Record - Feedback (Full)

1. **Teacher**

[REDACTED]

Observer

[REDACTED]

School

Administrative-All: Adult Basic Education

Date

11/19/2014

Grade

Adult Ed

Subject

ELL 2

Student learning was best when/because...

Safe learning environment - excellent rapport - ss were helpful to and respectful of one another - teacher set good example and expectations.

Feedback on behavior - T stopped ss for jumping in when others were speaking and gave direction with cell phone use.

T used assessment information to inform following day instruction

T demonstrates high degree of professionalism as well as collaboration with peers.

Student Learning could be better if...

1. T could focus on increasing s cognitive engagement in learning. S participation was very limited to low-level skill, inquiry was not included, and T did most of the work in the lesson.

2. T could continue to develop ENVoY strategies - non-verbal signals about class start times, etc.

3. T could improve questioning and discussion techniques. The majority of s responses were limited to one word and were either correct or incorrect. T did the thinking.

4. T could work on differentiation of content, product, and process bases on formative assessment data. Could include tiered learning activities for different s abilities.

Follow-up Provisions and Next Steps

Cognitive engagement - see above (1,3, 4)

ENVoY strategies (2).

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Signatures

[REDACTED]