



⑤ Formal Observation Record

| | |
|---------------------------|-------------------------------|
| Name: | Ryan O’Leary |
| School: | Compass Public Charter School |
| Activity Observed: | ELA |

| Observer Notes: Evidence of Teaching (Observed actions, statements, questions by teacher and students) | Domain Component |
|--|------------------|
| <ul style="list-style-type: none"> ● Teacher had a M.U.G. warm-up on the screen ● Students came into the room and took out a spiral notebook to begin working on the warm-up | 3d 2b |
| <ul style="list-style-type: none"> ● Teacher provided “hints” for solving one of the questions in the warm-up, “We took notes on this, you’re welcome to use your notes.” ● Teacher walked around the room checking on student progress and answering questions. | 2d & 3d |
| <ul style="list-style-type: none"> ● Teacher went over the corrections and answers to the M.U.G warm-up with the full class. | 3d |
| <ul style="list-style-type: none"> ● Students self corrected their warm-up as the teacher verbally reviewed and displayed the corrections/answers. | 3d |
| <ul style="list-style-type: none"> ● Teacher has students put their heads down and ask students to raise their hands based on how many of the warm-up questions they got right. He indicated were the different scores would fall in the proficiency range. | 3d |
| <ul style="list-style-type: none"> ● Transition to a new activity. Students gathered their own materials from a table in the room. | 2c |
| <ul style="list-style-type: none"> ● Teacher explained what the students would be doing in the next few days, including a reminder of an upcoming quiz and what the quiz would be covering. | 3a |
| <ul style="list-style-type: none"> ● Teacher asked students to predict what they thought the new novel would be about based on the title and cover page. | 3c |
| <ul style="list-style-type: none"> ● Teacher had a handout, “The Butterfly Effect”, which included the preface to the story, “A Sound of Thunder”. Teacher had a student read the preface out loud. | 3c |
| <ul style="list-style-type: none"> ● The handout also explained an upcoming writing assignment and the teacher explained that the assignment would be due next week. | 3a |
| <ul style="list-style-type: none"> ● The handout allowed the writing activity to be broken down, the first step students were asked to do was to come up with two ideas where the past was changed and different than current reality. An example provided, “If oil would have never been discovered, we would likely not have cars today.” | 3c |
| <ul style="list-style-type: none"> ● Teacher transitioned to a PPT. He had a quote on slide one that he read to the class, “Who controls the past controls the future.” | 3c & 3b |
| <ul style="list-style-type: none"> ● Teacher asked students what they thought the quote meant. Several students provided ideas. | 3b |
| <ul style="list-style-type: none"> ● Teacher asked what the morality issues could be with time travel. Students shared a variety of ideas. | 3b |

| | |
|---|----|
| <ul style="list-style-type: none"> ● Teacher asked the students to consider a couple of morality issues when reading the story. | 3c |
| <ul style="list-style-type: none"> ● Teacher then previewed the story, “A Sound of Thunder”, through his PPT. | 3c |
| <ul style="list-style-type: none"> ● Teacher connected the vocabulary words: mood, tone, setting, conflicts, and any foreshadowing to the upcoming story with students making predictions. | 2b |

| Domain 2 (Environment) - General Comments |
|---|
| <p>2a: Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> |
| <p>2b: The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> |
| <p>2c: With minimal guidance and prompting, students follow established classroom routines. Instructional time is maximized because of efficient classroom routines and procedures.</p> |
| <p>2d: Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. Student behavior is entirely appropriate.</p> |
| <p>2e: The classroom is safe, and learning is accessible to all students, including those with special needs.</p> |

| Domain 3 (Delivery of Instruction or Service) - General Comments |
|--|
| <p>3a: The teacher links the instructional purpose of the lesson to the student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests.</p> |
| <p>3b: Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.</p> |
| <p>3c: The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> |
| <p>3d: Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> |

3e: Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

Other Comments Related to Formal Observation

It was a pleasure to observe you today. I am truly impressed with the growth I have seen in both your classroom management and instructional practices.

Ryan O'Leary 2/4/21

Teacher's Signature & Date

Kelly Trudeau 2/4/21

Evaluator's Signature & Date