The Classroom Environment

	1	2	3	4
2a: Creating an Environment of Respect and Rapport	Teacher is disrespectful or insensitive towards students Students' body language indicate feelings of hurt, discomfort, or insecurity Teacher displays no familiarity with or caring about individual students Teacher disregards disrespectful interactions	Quality of interactions is uneven Teacher attempts to respond to disrespectful behavior with uneven results Teacher attempts to connect with individual students but is not entirely successful	Talk between teacher and students is uniformly respectful Teacher successfully responds to disrespectful behavior Students participate willingly but are hesitant Teacher makes general connections with students Students exhibit respect for the teacher Interactions are generally polite and respectful, but impersonal.	Teacher demonstrates knowledge and caring about individual students No disrespectful behavior Students respectfully correct one another Students do not fear ridicule from others Teacher respects and encourages student effort
2b: Establishing a Culture for Learning	Evident lack of teacher's commitment to learning Teacher little or no purpose for the work Teacher conveys to at least some students the work is too challenging Students exhibit little or no pride in their own work Students use language incorrectly; Teacher does not correct them	Teacher 's energy for the work is neutral Teacher conveys high expectations for only some students Students exhibit a limited commitment to working on their own; Students look for an "easy path" Teacher's primary concern appears to be to complete the task Teacher urges but does not insist students use precise language	Teacher communicates importance of content and hard work Teacher demonstrates high regard for students' abilities Teacher conveys expectation of high levels of student effort Student expend good effort to complete high quality work Teacher insists on precise use of language by students	Teacher communicates passion and satisfaction of a deep understanding Students indicate through questions a desire to understand Students assist classmates in understanding content Students take initiative to improve their own work Students correct one another in their use of language
2c: Managing Classroom Procedures	Students not working with teacher are not productively engaged Transitions are disorganized with much loss of instructional time No apparent established procedures for distributing and collecting materials Considerable time is spent off task because of unclear procedures	Students not working directly with the teacher are only partially engaged Procedures for transitions seem to have been established but operation is not smooth resulting in some loss of instructional time. Possible established routines for distribution and collection, but students are confused Classroom routines function unevenly	Students are productively engaged during small-group or independent work Transitions between activities are smooth Routines for distribution and collection work efficiently Classroom routines function smoothly	With minimal prompting by teacher, students ensure time is used productively Students take initiative to distribute and collect materials efficiently Students themselves ensure transitions and routines are accomplished smoothly
2d: Managing Student Behavior	Classroom environment is chaotic with no standards of conduct evident Teacher does not monitor behavior Some students disrupt the classroom without apparent teacher awareness or with ineffective response	Teacher attempts to maintain order in the classroom, referring to rules but with uneven success. Teacher attempts to monitor student behavior but with no apparent system Teacher's response to student misbehavior is inconsistent	Standards of conduct appear to be established and implemented successfully Overall, student behavior is generally appropriate Teacher frequently monitors student behavior Teacher's response to student misbehavior is effective	Student behavior is entirely appropriate; minor misbehavior is swiftly handled Teacher silently and subtly monitors student behavior Students respectfully intervene with classmates to ensure compliance with standards of conduct

Instruction

	1	2	3	4
3a: Communicating with Students	· Teacher does not convey to students what they will be learning · Students indicate through body language or questions they don't understand the content · Teacher makes serious content error(s) that affect understanding · Students indicate through questions they are confused about learning tasks · Teacher's communications include errors of vocabulary or usage · Teacher's vocabulary is inappropriate for students	· Teacher provides little explanation about what students will learn · Teacher's explanation of content elicits minimal participation or intellectual engagement by students · Teacher may make minor content errors · Teacher's explanation of content is purely procedural without indicating how students can think strategically · Teacher must clarify learning task for students · Teacher's vocabulary and usage are unimaginative · Teacher's attempts to explain vocabulary are only partially successful · Teacher's vocabulary is too advanced or too juvenile for students	· Teacher states clearly what students will be learning · Teacher's explanation of content is clear and invites student participation and thinking · Teacher makes no content errors · Teacher describes specific strategies students might use inviting interpretation · Students engage with learning task indicating understanding · Teacher models process · Teachers' vocabulary and usage are correct and appropriate	· Students can explain what they are learning and can make connections to other content areas · Teacher explains content clearly and imaginatively to bring content to life · Teacher points out possible areas for misunderstanding · Teacher invites students to explain content to other students · Students suggest other strategies to be used · Teacher uses rich language and vocabulary
3b: Using Questioning and Discussion Techniques	· Teacher uses rapid-fire questions with only a single correct answer · Questions do not invite student thinking · Discussion is between teacher and students · Students are not invited to speak to one another · Teacher does not ask students to explain their thinking · Only a few students dominate discussion	· Teacher frames some questions that promote student thinking and calls on students quickly · Teacher invites students to respond to each other but few students respond · Teacher calls on many students but only a few participate · Teacher asks students to explain their reasoning but only some attempt to do so	· Teacher uses open-ended questions · Teachers uses wait time effectively · Students discuss without ongoing teacher mediation · Teacher calls on most students · Many students are actively engaged · Teacher asks students to justify reasoning and most students attempt to do so	· Students initiate higher-order questions · Teacher builds on student responses to deepen understanding · Students extend the discussion enriching it · Students invite comments and challenge one another's thinking · Virtually all students are engaged in discussion
3c: Engaging Students in Learning	· Few students are intellectually engaged · Learning tasks require only recall with a single answer · Instructional materials are unsuitable · Lesson drags or is rushed	· Some students are intellectually engaged · Learning tasks require some thinking but some recall · Student engagement is passive, based on facts, or procedural · Few tasks require student thinking or explanations of their thinking · Pacing is uneven – rushed or dragging	· Most students are intellectually engaged · Most learning tasks have multiple correct responses and encourage higher-order thinking · Students are invited to explain their thinking · Lesson requires intellectual engagement · Pacing supports intellectual engagement	·Several opportunities for total class participation are intentionally built into the lesson. - Virtually all students are intellectually engaged · Activities require high-level student thinking and explanations of their thinking · Students take initiative to adapt the lesson · Students have opportunity for reflection and closure on the lesson
3d: Using Assessment in Instruction	· Teacher gives no indication of what high-quality work looks like · Teacher makes no effort to determine student understanding · Students receive no feedback or feedback is global or directed to only one student · Teacher does not ask students to self/peer evaluate · Teacher makes no attempt to adjust lesson in response to student confusion	· There is little evidence students understand how work will be evaluated · Teacher monitors understanding through a single method or without eliciting evident from students · Feedback is vague and not oriented toward improvement · Teacher makes only minor attempts to engage students in self/peer assessment · Teacher's attempts to adjust lesson are partially successful	· Teacher makes standards of high-quality work clear · Teacher elicits evidence of student understanding · Students are invited to assess their own work and make improvements · Feedback is specific and timely for groups of students · When improvising is necessary, teacher makes adjustments to lesson	· Students indicate understanding of high-quality work and help establish evaluation criteria · Teacher constantly monitors individual student understanding with sophisticated and continuous assessments · Students monitor their own understanding · High-quality feedback comes from many sources including students and focuses on improvement · Teacher's adjustments to lesson are designed to meet individual student needs

		Observation Notes	
Date	**Observer**	**Evidence**	**Feedback**
4/24/18	Kelly Trudeau	- Students were given several handouts related to the lesson (unit objective, character list, drama terms, William Shakespeare biography, true/false exit ticket) - Essential Question (How can literature affect change in society?) was posted on board - Learning targets were on the lesson plan posted in Schoology - Students used the popcorn method to read a brief William Shakespeare biography - While completing the true/false exit ticket and the anticipation guide, talking began to arise. Teacher commented, "Try to keep talking to a minimum please. This is an individual assignment." - Students were asked to discuss/share responses to exit ticket with their group. - Teacher approached one of the students who he identified in Form 2B to grasp information slower. He checked on progress and asked if he could discuss on a briefer level so he could begin sharing. - Teacher partnered with the other student identified on Form 2B as grasping material slower. "He guys, no more talking, don't want to have to move you." - When asking for students responses to the exit ticket (show of hands), had the students put their heads down. - Teacher indicated that students should know the terms for drama and suggested that students make flashcards or the like to help them remember/study the terms. - Teacher explained that there would be a quiz and the end of every Act. - Teacher made eye contact with one student who was side talking and stated, "Remember not to talk while I'm talking. Last warning." - While going over the drama terms, teacher asked students to give an example of a modern play/show of a Melodrama. - Teacher asked students to make connections from terms to previous novel they read. - Teacher called on various students to read the various parts of the plot structure of a tragedy. - Teacher addressed misconception, "Tragedy doesn't always mean death. It usually means something sad happens but it doesn't have to be death." - Students were asked to use their devices along with the character list. Teacher asked students to star specific characters explaining that they were the ones heard from the most in the play. - Teacher drew a character map (circle) on the board. Asked students to explain why a character map is done in chronological order. - Same student was responding to a lot of the questions related to the character map, chronological order, etc. - Student asked for essay topics before reading. Teacher shared, Essay 1 - An informative paper, What failed in the relationship? Essay 2 - An argumentative paper , Were Romeo and Juliet forced to end tragically based on their families? Final paper - A narrative paper, Re-write Act 5 - A student asked about the writing rubric. Teacher shared that the entire English Department is using the same rubric for all writing. - I'll give you a 5 minute break. "Remember, we don't eat food in the classroom." - Teacher modeled for students how to create a character map on their computer. He asked students to create a google doc to follow along and begin their own character map. - Teacher provided time for students to begin reading. He encouraged them to update their character maps, adding quotes as they read rather than waiting until they finished the reading. - Teacher came to the two students that process slower to make sure they had created their google doc. - Teacher assisted those who raised their hands as well.	Classroom Environment The classroom environment is your strength. It is clear that students like and respect you. You were able to correct behavior in a manner that was direct but kind at the same time and students responded to the correction. Students appear to feel safe in asking questions, reading out loud, etc. There was NO inappropriate or disrespectful behavior. Instruction Communication regarding the content to be covered as the vehicle to learning (Romeo and Juliet) was clear. Expectations related to instructional tasks/activities were clear. Although daily learning standards are written on the board, the learning standards related to the unit activities weren't clearly discussed or included in the Unit Objectives worksheet. It was apparent that I was observing the beginning of a unit of instruction. As such, I didn't see in-depth instruction related to Question and Response Techniques or Engaging Students in Learning. I can see from the unit objectives that the learning tasks/activities will require students to go in more depth and to practice and master several ELA standards. I am seeing some disconnect with the learning targets (on lesson plan) and the daily activities. As well as the EQ (How can literature affect change in society?) and unit projects/activities. For example, the identified learning targets for today's lesson were: >Students will **analyze** characters to better understand their motivation for actions. >Students will **illustrate** their ideas of how the play will progress before any reading takes place.

			Based on these learning targets, I would have expected today's tasks to align to measuring these targets. In order to **analyze** characters, students could have read about one specific character and then written a psychological diagnosis as a form of analysis of the character. When you say students will **illustrate** their ideas, I would expect to see the students drawing a picture of what they predict the tragedy/ending to be.

Additionally, I am unable to see the connection between the EQ and the unit projects/activities. Your EQ is asking students to form an opinion regarding literatures affect on change. Of the three papers the students will be completing over the course of the unit, not one of them requires a response to the essential question. How will you connect the EQ to the overall unit objectives?

<u>Additional Suggestions</u>
Rather than making copies of everything, you might consider having most of the handouts on Schoology and asking students to open the pages to review on Schoology while discussing them.

True/False exit ticket - just do this verbally (asking the questions and having students raise their hands as you did) without having them fill out a worksheet too. This would save time and paper.