**Name: YYYYY Date: February 9, 2017**

Observation #: \_\_1\_

Type Announced

Observed By: ZZZZZ

Focus Elements:

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 | 1.A.4: Well Structured Lessons (#1 Announced, #1 Unannounced) |

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 | 2.B.1 Safe Learning Environment( #1 Unannounced) |
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 | 1.B.2: Adjustments to Practice(#2 Announced, #2 Unannounced) |

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 | 2.D.2 High Expectations(#1 Announced) |
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 | 2.A.3: Meeting Diverse Needs(#2 Announced) |

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 | 4.A.1 Reflective Practice |
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 | BU 2-E-1: Teacher Clarity & Communication |

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 | BU 2-E-2: Teacher Questioning |
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 | BU 2-E-3: Student Talk |

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 | BU 2-E-4: Subject Knowledge |

Date of Lesson: **February 6, 2017**

Time (start/end): 10:06 - 11:06

Content Topic/Lesson Objective: Memoir Literacy Circle/ Students will be able to

* Collaboratively work with peers
* Engage in group discussion
* Identify the objective summary of the reading. (CCSS.ELA-LITERACY.SL.7.1)

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 | Whole Group |

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 | Small Group |

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 | One-on-One |

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 | Other |

*Active Evidence Collection occurred during the observation and is synthesized and categorized below.*

**Element** **Evidence**

1.A.4 (Well-structured Lessons)

As XXXX began this 7th grade class of 26 students, two students distributed journals and XXXX had the lesson’s objectives and agenda displayed on a PP slide. She announced that students had seven minutes to complete the Do Now: “In your journal, write 3-5 sentences for each question responding to the following:

What internal challenge does the narrator face?

What external challenge does the narrator face?

\*Prepare to share out\*”

XXXX set the timer attached to the board. Students worked quietly and stayed on task as XXXX circulated the room and took time to check in with a student who had been absent. After seven minutes, XXXX asked students to share an external challenge observed in each book, then an internal challenge observed in each book. XXXX enthusiastically affirmed students’ responses verbally: “Good one!” “Right!”

Next, XXXX asked for a volunteer to collect the journals, then displayed the next PP slide: “Tone and Mood.” She asked a student to read a definition of “Tone,” then asked, “What is the tone of your book and why do you say that?” Students from each book group volunteered ideas which XXXX recorded on a PP slide, occasionally asking follow-up questions for evidence or to refine the characterization of tone. After hearing responses regarding the three books, she repeated the process regarding mood: “What is the mood of your book and why do you say that?” Again, she asked follow-up questions to clarify the application of mood. As she transitioned to the literature circles, she asked students to “stay in tune” to the tone and mood of their books. XXXX reviewed the Lit Circle expectations, and students broke into their groups and worked for the next 30 minutes as XXXX worked with four of the six groups until the end of class.

1.B.2 (Adjustment. to Practice)

Not the focus of Observation #1.

2.A.3 (Meeting Diverse Needs)

XXXX based the six Memoir Literature circles on her students’ lexile scores. Her struggling readers are reading *The Absolutely True Diary of a Part-time Indian;* the students in her middle group are reading *Three Little Words*, and her strongest readers are reading *Warriors Don’t Cry*. During the 30 minutes students worked in their literature circles, two groups worked independently while XXXX circulated among the other four groups, monitoring their progress, keeping them on task, checking for understanding, and pushing their thinking by asking for evidence. She spent the most time--about 15 minutes--with the group who struggled to stay on task.

2.B.1 (Safe Learning Environment)

XXXX has established clear and well-practiced routines for an efficient and purposeful learning environment: students distribute and collect journals, the agenda is displayed and reviewed, a Do Now, and an announcement of first bell and the habit of students bringing the room back together. Likewise, she has established clear rules and expectations for the literature circles to run effectively. I heard members of one group encouraging one member to stay on task--and he did.

2.D.2 (High Expectations)

The objectives of the lesson, clearly aligned with the Common Core, and the same behavioral expectations for all were clear and reinforced in the full class activities and in the small groups.

4.A.1 (Reflective Practice)

The well paced lesson and the effective group work suggest that XXXX is a deeply reflective teacher, constantly refining practices. During our debrief, XXXX noted the effectiveness of the pacing of the class, and was pleased with the students’ ability to identify internal and external challenges. She also noted that she wished she had provided all students more time to find evidence for their characterizations of tone and mood.

BU.2.E.1 (Teacher Clarity & Communication)

BU. 2.E.2 (Teacher Questioning)

BU. 2.E.3 (Student Talk)

BU. 2.E.4 (Subject Knowledge)

## CAP Observation Form

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| **Focused Feedback** |
| Reinforcement Area/Action:*(strengths)* | Continue to * employ and build upon the effective, well-established classroom routines and practices
* create such a safe learning environment where student voices are sought and affirmed; your strong and positive classroom presence, genuine interest in students’ ideas and responses, and the joy you display working with students all foster an environment which encourages students to learn and take risks
* develop well-sequenced lessons
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| Refinement Area/Action:*(areas for improvement)* | Consider ways to: * check for prior knowledge; in our debrief, we discussed asking students what they understood about tone and mood before looking at the definitions
* further check for understanding; in our debrief, we discussed checking to see what students remember of the Lit Circle expectations, and we discussed asking students to distinguish between tone and mood
* reinforce and further refine students’ understanding and recognition of tone and mood, and provide time for students to find evidence to support their observations
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