

An Exemplary Teacher Observation

Comments: A Miller teacher was observed for 52 minutes on ___ date. The teacher began with a _____ entry task that lasted ten minutes. During this time, the teacher took attendance, worked with a few students who came in late, prepared the students in need of differentiated instruction, and generally attended to the needs of the students (25). All students knew their role and tasks. Clearly, a culture of learning has been established with student buy-in and with students at the center of instruction, rather than the teacher on the stage. After the entry task, the teacher posted and stated the learning target, integrated all aspects of AVID WICOR strategies into the lesson. A simple but effective pre-assessment gave the teacher a clear idea of what the students prior knowledge was by using a simple check in and calling on students with thoughtful, probing, high level critical questions designed prior to the lesson. The teacher post assessed the learning target, using a student written summary at the conclusion of the Cornell Notes. My observation of the twenty-five student written summaries in the Cornell Notes showed that 24 out of 25 students successfully followed the Cornell Note structure and were successful in completing a written summary. Clear evidence of differentiation was present in the classroom as the teacher had prepped ahead of time the five SPED students, who required a copy of the written notes and portions left out so they could be filled in at the pace the SPED student was capable of finding success. In addition, the paraprofessional educator working with one high needs SPED student clearly knew their role and what the teacher was expecting from the high need SPED student. During the Cornell Note session, the teacher integrated in text, photos, and art to appeal to the visual learners. Following the Cornell Notes, the teacher moved to a collaborative project. The teacher thoughtfully had re-grouped the students into eight teams and designed the activity so that they had to begin to apply and synthesize the content they had just learned about in the Cornell Notes. Students were engaged in the project as the questions they were discussing were pertaining to similar issues that teenagers might face in today's real world, even though they were studying a topic that may not have been engaging to all.

In summary, it was an excellent model lesson. Exactly what we are trying achieve at Miller Junior High in all four areas of our school goals:

1. **Behavior:** Classroom management was clearly under control and it supported learning.
2. **Content:** The teacher understood the content, had a plan and understood which information was the most important.
3. **Instruction:** The teacher used teaching practices that ensured ALL (24 out of 25) students mastered content. The teacher had one student that the teacher will need to go back and provide an intervention for on the Cornell Note activity.
4. **Formative Assessment:** Clearly the teacher and the students knew if they were mastering the content. It was clear from the probing questions (pre-assessment of the learning target) prior to the lesson and the post assessment of the learning target (written summary in the Cornell Notes) results that the teacher had the necessary data to make changes in the teachers instruction the next day.

This teacher clearly is in the top 5% of teachers I have observed in my 20+ year career. **Excellent Teaching!**

Principal's reflection: This teacher will find high levels of success with TPEP in the future. I could go through this lesson and clearly identify where all 8 criteria of the WA State Teacher Evaluation Criteria were applied. Furthermore, the achievement data in this classroom, I am confident will be excellent, despite the fact that 5 SPED students were in the classroom. It is a pleasure to evaluate this type of instruction and learning at Miller Junior High School.

