

Summary of Lesson Observed:

Teacher opened with picking students to sit in special seats and the directive to move to the rug area of the classroom. Students complied and sat, appeared to be listening and half of the students raised their hands to answer teacher questions during story time. After the story, the teacher provided the class with the direction to return to their seats, counted down from 5 to regain their attention and provided the next instruction. The teacher identified the objective of the class- what would you have if you were stuck in a snow globe for a day. Most students raised their hands to questions posed by the teacher. The teacher provided an example of the graphic organizer filled out for herself and engaged the students in a whole class discussion to fill theirs out. The teacher wrote students' answers on the white board and a few students asked the teacher to write their answers out because they were unsure of how to spell them. The teacher provided time for the students to fill in two examples per sense.

Areas of Strength:

- Teacher calls on students by name
- Teacher demonstrates good rapport with all students in the class.
- Teacher has effective and useful strategies in place to randomly select students, to regain control of the classroom and procedures, which all students are aware of and able to utilize.

Areas for Continued Growth:

- Designing Coherent Instruction:
 - The teacher had two planned activities, however only the graphic organizer aligned to the learning targets. Within the graphic organizer, students did not expand on their details describing their own experience inside a snow globe.
- Student Assessments:
 - The teacher only collected student assessments periodically through students who raised their hands to answer seemingly unplanned (what does the word ridiculous mean?) and planned (what is something you might see in a snow globe?) questions. The teacher did not interact or identify what each student knew or was unaware of during the lesson observed.

Supports Offered:

- Designing Coherent Instruction: The teacher may benefit from planning the full learning target from start to finish, planning questions to ask students, and finding ways to engage their creative thinking. The teacher may also benefit from assigning student responsibilities to keep the class involved with the assignments and expand their responsibilities within the classroom.
- Designing Student Assessment: The teacher may benefit from identifying and implementing formative and summative assessments, similar to having students raise their hands, the teacher may implement any of the following:

- think, pair, share, gallery walks, affinity mapping

to encourage more creative thinking around what one might put inside their snow globe and then identify and group the materials into the categories of the 5 senses. The teacher should begin observing and co-planning with an experienced mentor.