

# Pathwise

## Feedback Form

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**Teacher:** Nicole Butler **Observer(s):** Aaron Shuman

**Grade Level(s):** 6<sup>th</sup> Grade **Subject(s):** Computer **Date:** October 2, 2009

#### DIRECTIONS:

With the teacher, examine all evidence generated by the lesson.

Look jointly at the Levels of Performance by component for each domain. Highlight or circle the relevant part(s) of the statements. Together, review the Domain Summaries and develop suggestions for future practice.

The lesson began as the students entered the room and took their seats. The teacher had the day's agenda posted on the smartboard. To begin the lesson, the teacher asked 2 8<sup>th</sup> grade visitors to share how they have used keyboarding skills in their current classes. Then the teacher opened Micro-Type on the smartboard and asked volunteers to go up to the board and review how to navigate the software tool. Then the teacher instructed the students to work through their lessons in Micro-Type. After about 15 minutes, the teacher asked the students to stop where they were and began a discussion. The teacher asked the students questions about how they organized their binders and their lockers and used that as a springboard to organizing their H:\ drive using folders. The teacher modeled how to create and name a folder in her H:\ drive and then asked the students to do the same. Then the teacher asked the students to create one folder for each of their core classes and for computer. As the students worked the teacher walked around and checked progress while answering questions. Several students helped their peers after they finished. Then the teacher asked the students to close out of the file manager and open Word. The students created a test document and saved it in their new computer folder. Then the teacher asked the student to close Word and re-open the document to check for understanding. To close the lesson, the teacher asked the students questions about Internet safety.

*Aaron Shuman* 11-5-09

Observer's Signature/Date

*11/6/09*

Employee's Signature/Date

**Original:** Professional Employee

**Cc:** Observer

**Cc:** Personnel File

### Pathwise: Framework Observation Program

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### Domain 1: Planning and Preparation

COMPONENT LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
1c: Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value, or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
1e: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1f: Assessing Student Learning	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

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<b>Planning and Preparation</b> (Check all components where evidence was found.)	<input checked="" type="checkbox"/> Demonstrating knowledge of content and pedagogy <input checked="" type="checkbox"/> Demonstrating knowledge of students <input checked="" type="checkbox"/> Selecting instructional goals	<input checked="" type="checkbox"/> Demonstrating knowledge of resources <input checked="" type="checkbox"/> Designing coherent instruction <input checked="" type="checkbox"/> Assessing Student Learning
<p><b>Summary:</b>                      The teacher demonstrated knowledge of content and pedagogy by designing a lesson that allowed students to make connections to their lives and utilized modeling. The teacher demonstrated knowledge of the students by designing a developmentally appropriate lesson. The instructional goals were appropriate and adapted where necessary to meet individual needs. The teacher used resources that included: two 8<sup>th</sup> graders, the smartboard, vision software, and the “my computer” feature. The lesson had a coherent structure where most of the lesson tied to the lesson objectives. The teacher used software, task completion, and observation to assess student learning.</p>		
<p><b>Suggestions for Future Practice:</b>                      Could the teacher include a closure element that was tied to the lesson activities?</p>		

Domain 2: The Classroom Environment				
COMPONENT LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment or Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative inappropriate and characterized by sarcasm, put-downs or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
2b: Establishing a culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both the teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
2c: Managing Classroom Procedures	Classroom routines and procedures are either, nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operations, and students assume considerable responsibility for their smooth functioning.
2d: Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the student.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2e: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

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<b>The Classroom Environment</b> (Check all components where evidence was found.)	<input checked="" type="checkbox"/> Creating and environment of respect and rapport <input checked="" type="checkbox"/> Establishing a culture for learning <input checked="" type="checkbox"/> Managing classroom procedures	<input checked="" type="checkbox"/> Managing student behavior <input checked="" type="checkbox"/> Organizing physical space
<p><b>Summary:</b> The teacher created an environment of respect and rapport by taking adequate time to allow all students to have a voice and showing genuine care for student success. The classroom exhibited a culture for learning where the teacher and the students worked together to finish lesson tasks. The teacher used procedures throughout and the students were involved in taking attendance and managing their workstation. Student behavior was entirely appropriate. The classroom was organized in a manner that aided in the instruction and the students helped to maintain their work areas.</p>		
<p><b>Suggestions for Future Practice:</b> None</p>		

### Domain 3: Instruction

COMPONENT LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a. Communicating Clearly and Accurately</b>	Teacher's oral and written communication errors of is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
<b>3b. Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>3c: Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>3d: Providing Feedback to Students</b>	Teacher's feedback to student is of poor quality and is not given in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to student is timely and of consistently high quality, and students make use of the feedback in their learning.
<b>3e. Demonstrating Flexibility and Responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

<b>Instruction</b> (Check all components where evidence was found.)	<input checked="" type="checkbox"/> Communicating clearly and accurately <input checked="" type="checkbox"/> Using questioning and discussion techniques <input checked="" type="checkbox"/> Engaging students in learning	<input checked="" type="checkbox"/> Providing feedback to students <input checked="" type="checkbox"/> Demonstrating flexibility and responsiveness
<p><b>Summary:</b></p> <p>The teacher communicated clearly and accurately throughout the lesson both orally and in writing. The teacher used questioning and discussion to help students make connections by relating new concepts to their lives. The students were engaged throughout the lesson. The teacher provided feedback to students throughout the lesson in a timely and appropriate manner. The teacher demonstrated flexibility by taking adequate time to answer all student questions before proceeding with the lesson.</p>		
<p><b>Suggestions for Future Practice:</b></p> <p>Could the teacher improve the lesson by posting lesson objectives along with the agenda?</p>		

# Differentiated Supervision

## Domain 4: Professional Responsibility

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COMPONENT LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Reflecting on Teaching</b>	Teacher does not reflect accurately on the lesson or purpose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics. Teacher makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintaining Accurate Records</b>	Teacher has no system for maintaining accurate records, resulting in errors and confusion	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<b>4c: Communicating with families</b>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
<b>4d: Contributing to the School and District</b>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participating in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
<b>4e: Growing and Developing Professionally</b>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
<b>4f: Showing Professionalism</b>	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students based on the best information are genuine but not inconsistent	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

## **Differentiated Supervision**

### **Summary/Suggestions:**

The teacher reflected accurately on the lesson observed. The teacher's system for maintaining records is accurate and effective. The teacher communicates frequently with families and does so in a sensitive and caring manner. The teacher assumes a leadership role by offering students opportunities beyond the classroom through student council. The teacher actively participates in district professional development initiatives and is working through year two of her IIP. The teacher maintains a high level of professionalism when dealing with colleagues and stakeholders.