Purposeful Observation
5D Observables
Purpose & Student Engagement
Instructional Leadership Meeting
February, 2015

Purpose

P1 – Standards: Connection to standards, broader purpose and transferable skill

- Objective to linked to a specific standard
- Standard is listed – i.e. CCSS ELA – Literacy.RL9-10.4
- Teacher provides a direct connection to activities and standard
- Teacher or students specify the "why" in the lesson

P2 – Standards: Connection to previous and future lessons

- Teacher conducts a review from the previous lesson
- Reinforcing learning
- Building confidence in learning
- Efficacy – students see the value in what is taught

P3 – Teaching Point – Teaching points are based on students' learning needs

- Teacher incorporates things that are relevant to students
- Real world application
- The lesson connects to places or things that students know about

P4 – Learning Target: Communication of learning targets

- Learning targets are tied to each activity
- Teacher references the learning target throughout the lesson
- Teacher shows how the activities connect to the learning target
- Students verbalize the learning target

P5 – Learning Target: Success criteria and performance task

Student Engagement

SE1 – Intellectual Work –Quality of questioning

- Teacher probes students to expand upon responses

- Teacher provides clarity on students misconceptions
- Students work collaboratively and question each other
- Students exhibit knowledge beyond rote memory

SE2 – Intellectual Work: Ownership of learning

- Teacher releases students to work independently or in groups
- Students conduct formative assessments with each other
- Peer conferencing
- Students assess their own learning

SE3 – Engagement Strategies: High cognitive demand

- Students buy-in to their learning
- Students solve, explain, and create

SE4 – Engagement Strategies: Strategies that capitalize on learning needs of students

- Students relate learning targets to life experiences (make a connection)
- Students share acquired knowledge with other effectively

SE5 – Engagement Strategies: Expectation, support and opportunity for participation and meaning making

- Classroom routines are led by students
- Students show pride in learning (eager to learn)
- Students know what to do without being prompted

SE6 – Talk: Substance of student talk

- Student-to-student talk reflects knowledge of the content
- Students use content terminology effectively
- Students can defend responses with content knowledge

Curriculum & Pedagogy

CP1 – Alignment of Instructional Materials & Tasks

- Students were copying notes from a Smart Board Power Point Presentation
- Teacher reviewed events in a movie and connected it to a map posted in the front of the room that related to the learning target

CP2 – Discipline-specific conceptual understanding

- Teacher provided graphic representation of concepts
- Teacher led class computation of similar, yet different, computations
- Teacher used Power Point Presentation software to emphasize key concepts and principles related to the learning target
- Teacher encouraged student to student talk while solving problems in pairs
- Teacher asked students for one word adjectives to describe the central character being studied related to the learning target
- Teacher-led class discussion related to concept being presented

CP3 – Pedagogical Content Knowledge

- Teacher alternately switched between languages based on student need in comprehending text written in a foreign language
- Teacher assisted students with phonics related to unfamiliar vocabulary
- Warm-up activity related to the essential question that students were going to be learning
- Co-Teachers worked together in an activity to help students understand an essential course concept
- Teacher circled words in student-generated responses that illuminated an essential course concept

CP4 – Teacher Knowledge of Content

- Teacher displayed formulas on White Board
- Teacher displayed knowledge of solving problems utilizing the posted formulas
- Teacher emphasized problematic areas to address while solving complex problems
- Teacher graded student-completed worksheets
- Teacher orally led students through complex problem-solving
- Teacher provided multiple examples related to the learning target
- Teacher described variables and factors related to the learning target

CP5 – Differentiated Instruction

- Teacher directed students to White Board to display their computations and solutions
- Students chose a topic to investigate and write an structured outline and essay related to the learning target
- Teacher provided assistance and feedback to students who were engaged on different individual assignments
- Teacher provided opportunity for student to practice problems on a computer station

CP6 – Scaffolds the task

- Teacher prompted students to recall the processes involved in solving similar problems to lay the groundwork for extending the concepts being taught
- Students were asked to build on the warm up exercise in sentence structure.

CP7 – Gradual Release of Responsibility

- Teacher transitioned students into small groups to complete a group activity
- Engaging students in describing an example of concepts learned

Assessment for Student Learning

A1 – Self-assessment of learning connected to the success criteria

- Emphasized to students that concepts presented would be assessment on standardized tests
- Students were given an open ended task and worked together to develop a solution and answer the question.

A2 – Demonstration of Learning

- Teacher-led inquiry of ideas generated by students related to teaching point and learning target
- Students conducted Internet research to gather data related to a self-selected example related to the learning target
- Teacher asked student's questions relating to the how the student computed the solution to a problem
- Class recited the conceptual rule related to the essential question and teacher wrote it on Smart Board

A3 – Formative Assessment Opportunities

- Teacher probed specific student understanding to determine level of expertise and comprehension of concept presented
- As the teacher was displaying computations and solutions, teacher continuously asked students questions related to the problem to ascertain level of understanding
- Teacher probed student responses to an abstract question presented to the class
- Teacher asked several questions related to the teaching point displayed on Smart Board

A4 – Collection Systems for formative assessment data

- Teacher referenced each student's domain scores on diagnostic assessment to alert and help her ensure and identify each student was being adequately supported to understand concept being presented

A5 – Student use of assessment data

- Students were given their test results and asked to go over the ones they struggled with to provide instruction based on student needs.
- Teacher shared the results of the class as a whole to identify areas of improvement. The students discussed their weaknesses as a class and focused on these areas.

A6 – Teacher use of formative assessment data

- Teacher graded students homework assignments at student desks while students were completing warm up activity.
- Co-Teachers continuously asked students questions to determine their level of comprehension and expertise related to the teaching point

Classroom Environment & Culture

CEC1 – Arrangement of Classroom

- Students were arranged in the classroom based on personality and abilities to maintain a structured environment that maximizes the learning environment.
- Teacher arranged the students' teams to provide a blend of abilities to foster even playing field.
- Students were arranged in a U shaped format to facilitate discussion and student to student talk.

CEC2 – Accessibility and use of Materials

- Different types of resources (cell phone, text book and dictionary) are readily available to facilitate independent work and quick reference.
- Teacher provides a handout that correlates with the Power Point to facilitate the lesson and foster understanding
- Students utilized their cell phones and laptops for research and to complete a task relating to the lesson.
- Audio clips were embedded in a Power Point to differentiate and foster understanding.

CEC3 – Discussion, Collaboration & Accountability

- Students collaborated with each to solve warm up problems

- Teacher collected written assignments for grading
- Teacher orally quizzed students about content, format and date of upcoming assessment
- Teacher asked student's questions about declarative and procedural knowledge

CEC4 – Use of Learning Time

- Teachers effectively transitioned into next part of the lesson by providing different formats to help extend student understanding of teaching point and learning targets
- Teacher creates groups to maximize class time and provides guiding questions for that group.
- A rubric is provided, students are asked to evaluate their work based on teacher expectations.
- Different types of resources (cell phone, text book and dictionary) are readily available to facilitate independent work and quick reference.

CEC5 – Managing Student Behavior

- Addressed student who was not on task
- Calling on students who appeared off task to minimize distracting behavior and keep them engaged.
- Moving students in the classroom arrangement to maximize learning and minimize disruptions.

CEC6 – Student Status

- Teacher elevated a student's understanding of concept being presented by affirming the layers and depths of his answer
- Teacher asks students to evaluate their work as well as pair with other students to assess each other's work.
- Teacher challenges the student to find another way to solve a problem not provided in class and share their findings.

CEC7 – Norms for Learning

- Teacher directed students to their posted homework assignment
- Teacher presented concepts and randomly asked students questions related to the teaching point
- Teacher consistently praised students as they correctly answered questions
- Teacher and students used the root of words to decode and convert to English