

Teacher Performance Standards Checklist and Observation 2018-19

Teacher Name: Desi Cameron

Observer Name: Heidi Reimann, Assistant Head of School, Grades 5-8

Lesson Date and Time: Friday, March 1, 11:55-12:45 (4th period)

Goal(s) from Personal Growth and Development Plan:

My PGDP goals deal more with documentation (collecting photos and creating displays) that I envision will fill this space and hallway space by the MPR, featuring photos from productions and other arts events lining the halls. This will be in evidence at Open House in particular.

And, my larger goal is working on the ultimate costume/prop inventory that's accessible to all, and for us to be able to rent items to other schools (I'm building a collection that I think we could start renting out!). Big goals, but they're both not observable in my teaching. You might see me take photos of kids working, but I don't want you to come in to see me just take photos or watch me organizing, labeling boxes/racks, etc. I plan to get this inventory done by the end of this year though (along with having everything impeccably organized so Zoe (if she is my maternity leave replacement) knows exactly where everything is (and the kids would know this too!). AND, when I return, everything would be in its proper place.

For this lesson, I am looking for feedback on all the areas below and in particular:

1. If all kids are curious/engaged/want to learn more about *The Tempest* (it will be an introductory lesson to this play).
2. To what extent am I clear in delivering the story of *The Tempest* (it's a crazy story, and I'm giving them the most important plot points/characters).
3. Any general feedback from you on how I can improve.

Will I observe progress toward this goal/goals during the observation?

I hope so :) (Based on lesson goals - not PGDP)

Other specific areas for observation (optional):

Classroom Performance	Observed	Comments
Lesson Objectives		
Clarity of lesson objectives	✓	I always appreciate the message and plan for the lesson that you post on the board; I'm sure students do, too.
Differentiation of lesson objectives	✓	More "personal" nature of the reflection allows for varied ways of student engagement with the lesson
Notes:		
Lesson Strategies, Activities, and Delivery		
Activation of students' prior knowledge	✓	Connection to prior Shakespeare and other plays, stories

Use of strategies that are appropriate for the lesson objectives	✓	Development of students' schema supported by a strong direct instruction element essential for building background
Use of activities and student work that engage students as active learners	✓	Varied approaches ensure active engagement: individual, whole group, written, oral
Differentiation of strategies, activities, and student work to ensure that all students sufficiently benefit from the lesson	✓	
Communication of accurate, relevant content, key concepts and understandings	✓	Direct instruction was storytelling -- and done in a highly engaging way, well supported by visuals and an oral retelling
Pacing and use of class time	✓	
Collaboration with co-teachers and aides	N/A	
Notes:		
Physical Environment		
Resources and supplies needed for the lesson are available and ready	✓	Exemplary!
Classroom organization that allows for planned teacher-to-student and student-to-student interactions	✓	
Physical environment supports appropriate learning	✓	Outstanding!
Notes: You have clearly invested a lot of time and energy into this element of your teaching, and your preparation in this regard significantly supports your instruction and the positive experience students have.		
Classroom Management and Leadership		
Classroom rules, expectations and procedures that maintain student engagement	✓	Clearly a lot of thought has been put into this aspect of your instruction.
Reinforcement of positive behavior	✓	
Redirection of off-task conversations; correction of disruptive behaviors	✓	

Notes:		
Student Engagement and Real-Time Assessment		
Students' active participation in the learning process	✓	
Students' perseverance, resilience and persistence through material	✓	
Assessment of students' understanding using real-time techniques that align to lesson objectives (e.g., Checks for Understanding)	✓	
Identification and correction of common misunderstandings	✓	
Movement of students to the rigorous levels of understanding required by the lesson objectives	✓	
Notes:		
End-of-Class Assessment and Student Mastery of Objectives		
Assessment of students' mastery at the end of the lesson (e.g., exit slips) to confirm mastery of lesson objectives	✓	
Evidence that students have mastered the lesson objectives such that they remain on track for the unit plan	✓	
Notes:		

Desi, you certainly were the visibly most prepared teacher I have observed this year. While I know not everything I reviewed as part of my "visitor/observation packet," was what students received, much of it was, which shows just how well your lessons are supported with reference materials and opportunities for reflection.

Classroom rules, expectations and procedures that maintain student engagement: You have clearly invested time and energy into this aspect of your class, which ensures an effective use of class time, efficient transitioning to the class, and a classroom environment that feels respectful, safe, engaging, and fun.

Signature of Administrator

Heidi M. Reimann

