

suggestion: As you circulate through groups
 interact w/ them by asking their thinking
 questions to deepen their thinking
 Q: prompting HOTS (Plan in advance)
 some good prompts
 Good job here!

4/3

Classroom Instruction Observation Form
 Gifted In-Field Endorsement Program

Name Katie Pardee Observer Swidman
 Date 5/8/15 Class 4th SS

| Component of a Standards-Based Classroom | Observed (Tally Marks) | Observed Evidence | Comments |
|--|--|---|----------------------|
| Instruction Learning goals (e.g., essential question, what students should know, understand, and be able to do by the end of the lesson) are aligned to the GPS/QCC and TAG Learning Objectives and are communicated by the teacher. | (yes) + Plan board | + Content: SS6H1,2 + TAG: ACS, ARS, HO/CTS, CT/CPS + EQ: | cultural diffusion |
| Instruction begins with an engaging hook/activating strategy to strengthen learning. | (yes) | Image w/ Q's about Machu Picchu | |
| All essential steps of the selected critical or creative thinking strategy are introduced in a predictable and logical format. | (yes) | mystery: | |
| Instruction ends with a summary activity that extends the learning. | (yes) | ticket out door summarizer | |
| Content specific vocabulary is developed in context. | (yes) | colonization oppression | |
| Instructor's questioning techniques require students to use higher order thinking skills and metacognition. | (work on your questioning techniques) | * see suggestion on left. | |
| Instructional tasks require students to use higher order thinking skills and metacognition. | (yes) | + analysis/synthesis of clues + analysis: perspectives + defend ideas | |
| _____ is differentiated to meet student | Content Process Product <input checked="" type="checkbox"/> Environment | Readiness <input checked="" type="checkbox"/> Learning Style(s) Interests + leveled question + based on Inventory | heterogeneous groups |
| Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom. | (yes) | cultural diffusion | |
| Instructor's role predominantly observed: | <input checked="" type="checkbox"/> Facilitator <input type="checkbox"/> Lecturer | | |

when they share, ask questions of them to make them clarify for others

| | | | |
|---------------------------|---|---|--|
| | Instructional delivery mode predominantly observed: | <input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Independent | mystery of Machu Picchu |
| | Students were predominantly engaged in: | <input type="checkbox"/> Recall Activities <input type="checkbox"/> Textbook Activities <input type="checkbox"/> Worksheet Activities <input checked="" type="checkbox"/> Higher Order Thinking <input type="checkbox"/> Performance Tasks <input checked="" type="checkbox"/> Discussions <input type="checkbox"/> Listening | |
| | The use of technology is integrated effectively into instruction. | (yes) | powerpoint for agenda |
| | Students effectively use technology during the class period. | (yes) | + BYOT: Needed to read article |
| | Instructional goals, activities, interactions, and classroom environment convey high expectations for gifted students. | I think they could be pushed a little harder | + 5 clues require supporting evidence |
| Assessment | Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students. | (yes) | monitored group worktime, redirection provided occasionally |
| Planning and Organization | Classroom management is conducive to student learning. | (yes) | + clear expectations |
| | Instruction is provided in a safe and orderly environment. | (yes) | st. groups worked well together: remained on task |
| | The teacher maximizes instructional time. | (yes) | + time activities |
| School Culture | The culture of the classroom reflects a risk-free learning environment. | (yes) | + st. prompted to move on, talking atmosphere, st. work posted |

| Overall Assessment | Below the Standard | Approaching the Standard | Meets the Standard | Exceeds the Standard |
|--------------------|--|---|--|--|
| 3.5 | Absence of major components of a standard-based classroom as noted above prevented the gifted learners from meeting the goals of the lesson. | While students met the learning goals of the lesson, absence of major components of a standards-based classroom as noted above prevented the gifted learners from being fully challenged by the lesson to think critically and/or creatively. | With implementation of 15-20 of the components of a standards-based classroom, the students met the learning goals and demonstrated critical and/or creative thinking. | With full implementation of 17-20 of the components of a standards-based classroom, the students exceeded the learning goals and gained new insights that can be transferred beyond the discipline of study. |

Adapted from GA DOE GAPSS Analysis Classroom Instruction Observation Form and NAGC-CEC Teacher Standards for Gifted Education

Machu Picchu is always an engaging: high interest topic is