



# Professional Day

Alan Shawn Feinstein Middle School

# Remember our motto

Go

Frost

Yourself

# My Moments

- o Have loved coming to work everyday!
- o Think these kids are a riot!
- o Had my Mr. Rogers moment where I heard a student was roaming the building, and I took off my pretty boots and grabbed my sneakers!
- o Good Times!!!

# Commitment to Each Other

- o Education demands have changed.
- o “ I have been here before you and I will be here after you”
- o Trust in each other. I came from a family environment two years ago.
- o There are good conversations that are occurring. Sharing data, fears, and practices.

# What have we been doing to prep?

- o For the past 5 weeks, the curriculum coordinators and the administration team have been meeting at 6:45am every Wednesday.
- o We felt it was important for us to take your comments and validate them. This discussion has been very helpful.

# Informal Observation Feedback Form

## Informal Observation Feedback Form

**Date:** October 9, 2012

**Person Conducting Observation:** J. Roy & A. Paon

### **Description of Context of Observation**

Social Studies Grade 8 class, early in the year. Students received direction and modeling. They worked independently.

# Indicators 1a and 1b

- **Class agenda posted**
- **Content of lesson is connected to the Common Core**
- **Connection is made to prior learning (canine teeth in apes)**

## **Rubric Indicator: 1B**

- **Teacher selects materials that help students construct knowledge and acquire skills**
- **Graphic organizer provided (Both listed)**
- **Technology used to project material the students had at their desks.**
- **Models language to look for in determining sources**

# Shared Learning Target

- o Shared Learning Target – must be posted
- o We are looking for reference back to it.
- o Know it and Show it can exist but also as an agenda



# Indicator 2A

## Rubric Indicator: 2A

- **Teacher encourages students to see, question, and interpret concepts**
- **Students were engaged in the task of identifying sources.**
- **Task promotes higher order thinking (infer, deduce, extrapolate)**

# Indicator 2B

Rubric Indicator: 2B

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# Indicators 2c & 2d

## Rubric Indicator: 2C

- **Teacher makes instructional decisions based on his knowledge of students (clarifies, poses questions, checks in with individual students)**
- **Teacher modeled examples of sources**
- **Teacher provided vocabulary support to students in identifying sources**
- **Teacher refers to vocabulary words within material (infer, deduce, and extrapolate)**
- **Teacher prompted students to locate key words to identify primary/secondary sources (ex. Suggest)**
- **Students supported responses with evidence**

## Rubric Indicator: 2D

- **Teacher implemented verbal and visual cues**
- **Classroom discussion was directed by teacher**

# Indicator 3a

## Rubric Indicator: 3A

### Teacher uses principles of effective classroom management

- Students felt comfortable asking questions to clarify
- Students were respectful of each other
- Students understand the expectations for entering class late
- Teacher monitored behavior and redirected with verbal cues when necessary
- Teacher monitored time on task

# Indicators 3B

## Rubric Indicator: 3B

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- Classroom culture is academically sound and characterized by mutual respect
  - Students were engaged upon entering the classroom.
  - Classroom routines & procedures are in place
  - Agenda is on the board and students transition well between activities
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# Conversations Surrounding Calibration

- o Not every indicator needs to be hit in order to achieve the rating.
  
- o There are still some sections that we need to come up with common language
  - ✓ Differentiated Instruction
  - ✓ multiple intelligence
  - ✓ projects-based learning
  - ✓ learning groups
  - ✓ teachable moments
  - ✓ sensory inputs.
  - ✓ Differentiate communicate in multiple ways
  - ✓ student choice

# Where will this discussion take place?

## o Embedded PD

Date	Topic
October 24 <sup>th</sup>	Literacy Block
October 31 <sup>st</sup>	Literacy Block
Nov 7 <sup>th</sup>	Differentiated Instruction/Multiple Intelligence/Student Choice
Nov 14 <sup>th</sup>	Teachable Moments/Communication

# Moving Forward

- o We have received permission to go into some observations together. This allows us to continue calibration.
- o If we identify needs, then we will have time to develop them.
- o Once we upload those SLOs, we take a breath.
- o We know that we do not want to just be held to NECAP, we work to develop solid assessments that we know can measure student achievement.
- o Push back observations until November 1<sup>st</sup>.