

Example Teacher Comments

Observation Where Teacher Scores All 3's and 4's

This serves as a response for a Long Observation completed on October 1, 2015. I truly appreciate the details recorded and reading over so many observable actions is very helpful as I reflect on my teaching practice.

Thank you for your comments and suggestions regarding my teacher practice. Even though I recognize this observation as a success and something in which I am proud of, one could argue for (1c) I could have been rated as “highly effective, 4”. In the lesson objectives critiquing and hypothesizing are from the highest levels of Webb’s Depth of Knowledge and thereby “represent rigorous and important learning in the discipline” as stated on page 13 of The Framework for Teaching Evaluation Instrument.

In addition, I also feel that (3c) could fall into the “highly effective 4” category. According to page 61 of The Framework for Teaching Evaluation Instrument an educator is highly effective if the following occur:

- a. “Virtually all students are intellectually engaged in challenging content through well designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes”. During the lesson observed, all students were engaged and challenged in this higher order thinking activity as evident by the observer’s comments, “All of them were eager to share ideas with me”.
- b. “Students may have some choice in how they complete tasks and may serve as resources for one another”. During the lesson observed, students had choices in how they were going to complete the activity. Students were able to decide as a group if they would create an oral presentation, a power point, an act-it-out, a poster, or make a game as evidenced in the lesson plan.

Please respectfully consider my point of view along with the evidence I provided. I strive to be a “highly effective” educator.

Example Teacher Comments

Observation Where Teacher Scores 1's and 2's

This serves as a response for a short observation completed on October 1, 2015. Thank you for your comments and insight. While reflecting on the lesson observed and reviewing my observation comments, I believe some of the scores I received “Partially Effective, 2” could actually be considered “Effective, 3”.

For example, in (3d) the observer records “feedback to students is vague and not orientated to future improvement of work”. The observer witnessed me giving directions about a mini-research project in which the students were going to complete. I related this project back to a previous project and did not expand on areas that need to be improved at that time. However, the step of this project which continued the following day, the students helped to create a list of “areas for special attention”. At this point, the students worked collaboratively to brainstorm ideas for improvement. Then a rubric was created with input from the class. (Please see attached brainstorming list and rubric as evidence). According to page 63 of The Framework for Teaching Evaluation Instrument one could easily argue I should have been rated as “Highly Effective, 4” as it states, “the teacher reminds students of the characteristics of high quality work (assessment criteria), suggesting that the students themselves develop them”.

For (2c) I received a “partially effective, 2” as the observer states, “a considerable amount of time is spent off task because of unclear procedures”. After reflecting on this lesson, I spent time with the students in reviewing classroom rules and expectations. My students have a clear understanding of the classroom protocol and now spend time on task allowing for learning to occur from bell to bell. I also worked with my mentor to receive some strategies on how to ensure smooth transitions.

I look forward to opportunities for professional growth in the months ahead as it is my desire to be a “highly effective” teacher.