**Sample Observation - Charting**

# Mr. Dillard 9/29/17

12:05 -12:55\*

Indicator: Academic Feedback

Focus: Engaging Students in Peer Feedback

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| **Teacher’s questions** | **Student’s response** | **Teacher’s response** | **Student’s response** |
| Which is larger 1/2 or 1/4? | Michael: 1/2 | Yasmin, do you agree with Michael? *(student answers)* Can you explain your thinking? | Yasmin: I think ½ is larger. *(teacher asks another question)* I know that ½ is larger because the whole is only divided into two parts. |
| Which is smaller 1/3 or 2/3? | Coretta: 2/3 | *(asking class)* What do you think of Coretta’s answer? Does anyone want to respond to her? | Aiden: 1/3 is actually smaller. Since the denominators are the same, the fraction with the bigger numerator is larger. |
| Can you put these fractions in order from largest to smallest? 1/9, 1/7, 1/5, 1/3, 1/4, 1/2 | Caroline: 1/2, 1/3, 1/4, 1/5, 1/7, 1/9 | *(asking class)* Is she right? Give me a thumbs up if you agree.  | *(all students give a thumbs up sign)* |
| Which is smaller 2/6 or 5/6? | Brooks: 2/6 | *(asking class)* Does anyone want to ask Brooks a question?  | Ethan: How did you know that 2/6 was smaller than 5/6?Brooks: The denominators are the same so I looked in the numerator. 2 is less than 5 so 2/6 is smaller. |

\*For training purposes only a few minutes of the observation are provided.

**Sample Observation - Charting**

 Mr. Marshall

S=Student Ss=students T=Teacher

4/4/17

8:00 – 8:50\*

Indicator: Managing Student Behavior

Focus: On-task behaviors

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| **8:00** | T begins instructions on poem comparison activity 1 S using cell phone under desk1 S head down on desk15 students attending teacher |
| **8:05** | T continues to give activity instructions 1 S pulling materials from book bag2 Ss talking to one another 1 S entering classroom14 students attending teacher |
| **8:10** | T continues to give activity instructions 1 S head down on desk2 Ss continue talking with one another 2 Ss using cell phones under desk1 S drawing in notebook1 S raises her hand and asks a clarification question, Teacher responds 11 students attending teacher |
| **8:15** | 18 students begin working on poem comparison activity, silently reading poems from handoutT sits on stool in the front of the room |
| **8:20** | T continues to sit on stool in the front of the room 16 students engage in conversations around activity 1 student leaves classroom1 student approaches teacher |

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