

## Sample Observation - Charting

Questioning

Mr. Dillard

3/1/15

1:05 -1:25

Teacher's questions	Student's response	Teacher's response
Which is larger $\frac{1}{2}$ or $\frac{1}{4}$ ?	Michael: $\frac{1}{2}$	Yes.
Which is smaller $\frac{1}{3}$ or $\frac{2}{3}$ ?	Coretta: $\frac{2}{3}$	No, $\frac{1}{3}$ is smaller.
Which is bigger $\frac{5}{6}$ or $\frac{1}{6}$ ?	Anderson: $\frac{1}{6}$	Are you sure?
Can you put these fractions in order from largest to smallest? $\frac{1}{9}, \frac{1}{7}, \frac{1}{5}, \frac{1}{3}, \frac{1}{4}, \frac{1}{2}$	Caroline: $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{7}, \frac{1}{9}$	Good.
Which is smaller $\frac{2}{6}$ or $\frac{5}{6}$ ?	Brooks: $\frac{2}{6}$	Right.
How did you know that $\frac{2}{6}$ was smaller than $\frac{5}{6}$ ?	Brooks: The denominators are the same so I looked in the numerator. 2 is less than 5 so $\frac{2}{6}$ is smaller.	Very good.

### Student Engagement

Ms. Lyle

5/4/14

11:15 – 11:35

R=Reading    Q=Asking/Answering Question

W=Working on Assignment

E=Eyes on Teacher

O=Off Task Behavior (Defined as drawing, wandering, head down, eyes not on teacher)

T=Talking with Peers

Students	11:15-11:20	11:20-11:25	11:25-11:30	11:30-11:35
Corina	R	E	E	W
Blake	W	E	T	T
Garrett	R	E	E	O
Sophie	R	E	E	Q
Tyrique	R	E	Q	T
Destiny	T	T	O	O
Jessica	R	R	E	W

## Sample Observation - Charting

Effective Use of Time

Mr. Marshall

4/4/15

8:30 – 8:50

S=Student

Ss=students

T=Teacher

<b>8:30</b>	T begins instructions on poem comparison activity 1 S using cell phone under desk 1 S head down on desk 15 students attending teacher
<b>8:35</b>	T continues to give activity instructions 1 S pulling materials from book bag 2 Ss talking to one another 1 S entering classroom 14 students attending teacher
<b>8:40</b>	T continues to give activity instructions 1 S head down on desk 2 Ss continue talking with one another 2 Ss using cell phones under desk 1 S drawing in notebook 1 S raises her hand and asks a clarification question, Teacher responds 11 students attending teacher
<b>8:45</b>	18 students begin working on poem comparison activity, silently reading poems from handout T sits on stool in the front of the room
<b>8:50</b>	T continues to sit on stool in the front of the room 16 students engage in conversations around activity 1 student leaves classroom 1 student approaches teacher