

**Walkthroughs & Formative Assessments for  
Elizabeth Ethridge**

**Evaluator:** Angela Effatt  
**Modified Date:** 02/13/2015

**Employee ID:**  
**Facility Name:**  
**Observation Date:** 02/11/2015  
**PD Name:**

Planning	Rating	Specific Comments
<p>1. Professional Knowledge - <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p>	Level III	Appropriate curriculum standards and key content elements were addressed. You exhibited pedagogical skills relevant to the subject area. There were high expectations for all students to learn on a daily basis. Throughout the semester, you did a good job of addressing possible or common misconceptions, which means you took proactive measures to address students' most common mistakes. You and your co-teacher did a good job of maintaining close proximity to students to address their needs. Fantastic!
<p>2. Instructional Planning - <i>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p>	Level III	You used state standards, effective strategies, and data to address the differentiated needs of all students throughout the semester. You analyzed and used student learning data to inform planning. Students worked in groups or worked with partners regularly. Your lesson plans included state standards, learning objectives, prior knowledge, common misconceptions, warm up, opening, work session, and any information about differentiated groups.
Instructional Delivery	Rating	Specific Comments
<p>3. Instructional Strategies - <i>The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning &amp; to facilitate the students' acquisition of key knowledge &amp; skills.</i></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p>	Level III	Students were engaged in active learning throughout the school year. You used a variety of instructional strategies to teach concepts. You communicated and presented materials clearly, and you checked for understanding. Students were comfortable to ask questions. You and your co-teacher maintained close proximity to students and addressed their needs consistently. On 2/11/15, students learned about slopes. The number line with quadrants was used to assist students visually on how to use slopes to create right triangles as well as similar right triangles. You communicated the concepts well. Good job!
<p>4. Differentiated Instruction - <i>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i></p>	Level III	The instructional content was designed to meet the individual developmental needs. Assessment data was used to inform the appropriate instructional delivery model. Students worked in groups to arrange colored tiles based on activity questions. The hands-on activity supported students' understanding of squares and square roots. You

and your co-teacher worked well together. Good job!

Based on pretest results, students were divided into three groups. Group 1 consisted of students who scored 85%-100%. These students explored square numbers to connect how perfect squares can assist them in estimating imperfect squares. Group 2 consisted of students who scored 71%-84%. These students created a double number line and placed imperfect square roots on the number line, using scissors and glue, as well as sentence strips or chart paper. Group 3 consisted of students who scored 0%-70%. These students used colored tiles to explore perfect squares and used them to estimate imperfect square roots to the nearest whole number and nearest tenth. Use of the double number line was used as a reinforcement of the concept. Great job!

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

Assessment of and for Learning	Rating	Specific Comments
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5. Assessment Strategies - *The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.*

Level III

You used formal and informal assessments to determine individual student needs and progress with squares and square roots throughout the year. During the hands-on activity, students used colored tiles to answer questions. For example, students made a square with the side length of five to determine the area of the square. They also used the tiles to make a square with an area of sixteen to determine the square and the square root. Based on this activity, you and your co-teacher continued to assess their understanding, which you used a pretest initially. Good job!

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

6. Assessment Uses - *The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students & parents.*

Level III

You gathered and analyzed relevant data to measure student progress and used the data to inform instructional content and delivery methods. Based on the results of the quiz on square roots and squares, you divided your students into various groups or pairs. Good!

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

Learning Environment	Rating	Specific Comments
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7. Positive Learning Environment - *The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.*

Level III

You established clear expectations for the success of the students. You actively listened and gave attention to students' needs and responses. The classroom environment was supportive. Students worked in groups as they practiced concepts in irrational square roots. You maintained close proximity to students and responded appropriately to correct and incorrect responses. Good!

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

8. Academically Challenging Environment  
*- The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.*

Level  
III

You created an academic environment in which teaching and learning occurred at high levels. The instructional time was maximized. Productivity was encouraged by providing students with challenging material and assignments. Academic rigor and critical thinking were encouraged.

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

Professionalism and Communication	Rating	Specific Comments
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9. Professionalism - *The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.*

Level  
III

You demonstrated a commitment to professional ethics and the school's mission, and you participated in professional growth opportunities. You carried out duties in accordance with state and local policies.

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

10. Communication - *The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.*

Level  
III

Students were encouraged to think critically and to achieve goals. Students were also encouraged to be productive. On 1/28/15, students raised their hands to communicate what they learned by solving problems in front of their peers at the Promethean board. Good job!

**Sample Performance Indicators**

*Examples may include, but are not limited to:*