



UT TYLER

UNIVERSITY
ACADEMY

2021-2022 UTTUA Feedback Form

Observation by

Samantha Rector

Teacher

Natalie Woods

Grade Level

5th

Content

ELA

Date

Wednesday, February 16, 2022

Time

9:50 AM - 10:20 AM

Student Engagement and Empowerment

High engagement

Student Engagement and Empowerment Notes

Students are engaged in the level of facilitation that Mrs. Woods provides.

Classroom Environment

How are classroom transitions?

Transitions are effective and rely primarily on student leadership and responsibility

How are classroom expectations for students?

A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.

Classroom Environment Notes

Mrs. Woods has a safe and encouraging classroom culture for all students. Mrs. Woods is supportive and encouraging in her instruction, so all students feel successful in the content.

Instructional Model

*Instructional activities allow for student voice and choice.

*Instructional activities are motivating, engaging, and of high interest to students.

*Instructional activities are self-directed and inquiry based.

*Instructional activities have a cross curricular connection or a real world value.

*Instructional activities are differentiated to meet the needs of all students.

*Instructional activities are rigorous and challenging.

*Instructional activities are paced in a way that utilizes available time efficiently.

*Instructional goals and expectations are clear to students.

*Instructional objectives are aligned to content/grade level standards.

*Instructional technology is used to enhance student learning.

Instructional Model Notes

PBL, spiraled content, and high levels of student leadership.

UA Classroom Instruction

ELA Classroom Best Practices

Writers Workshop

Whole Group/Mini Lesson

Word Study (Phonics, Phonemic Awareness, Vocabulary, etc.)

Discourse

Constructive and Efficient Feedback

Discourse Evidence

Mrs. Woods facilitated the spiral comprehension warm by questioning the students to formulate their thinking around the answers.

The nonfiction comprehension spiral included this academic content:

Author's purpose, central idea, claim, argument in text, supporting details, using textual evidence, vocabulary

Best Practices Notes

Students are designing their own writers workshop presentation. Each group has their own rhetorical device and logical fallacy to teach the class.

Students have the following expectations: a student friendly definition, 2 examples, a visual, and a check for understanding of the class (Kahoot! or Blooket).

Targeted 21st Century Competencies Observed

Critical Thinking

Collaboration

Communication

Creativity

Research

Technology use:

Student Creation

Evidence/Notes to support observed 21st Century Competencies

This workshop requires all students to use all 21st Century skills to work towards the same goal.

Teacher and student used precise and accurate content language and vocabulary appropriate to the grade level.

Teacher and student used grade-level appropriate content language and vocabulary.

Provide examples of content language and vocabulary evidence:

The academic language of the class as a whole is high. Students and Mrs. Woods are using the academic language in every sentence. WOW! Such high academic content language.

Teacher uses data to inform instruction.

Teacher collects and analyzes data in short cycles on a consistent basis to inform instruction based on interest, need, or skill-level and in strategic formats (one-on-one, small groups, etc.)

Provide examples of how teacher uses the data to inform their instruction.

Students gather Lexia data weekly and Mrs. Woods provides supplemental support from the skill builders. Students also record NWEA, CDA, and post assessment data in their data folders.

Teacher uses various levels of questioning strategies.

Teacher uses some open-ended and probing questions for students to recall content with context.

Student Reflection and Ownership: Does the teacher create ongoing student reflection that promotes an ownership of their learning?

Use of digital or paper student reflection tools (reflection sheets, notebooks, journals, self-assessment manipulatives) and gives students the opportunity to articulate their strengths or weaknesses are and what actions they are taking to address these.

Provide examples of student reflection and ownership:

Mrs. Woods has provided the tools necessary for students to be successful in her classroom. She is encouraging and has clear expectations.

Flexible Content and Tools: How are the instructional technology resources used and do they fit appropriately in the lesson by supporting the content?

Students are using technology to create their own check for understanding in Kahoot or Blooket.

Lexia time is completed in intervention time or at home.