PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Observation Report

Teacher:	Smith, Joshua	Date:	1/30/2023
Subject/Grade:	Other / 04	Time:	9:06 AM - 9:51 AM
Campus:	R F PATTERSON ELEMENTARY	Announced:	True
Appraiser:	Clark, Cari	Appraisal Year:	2022/2023

Planning	Evidence	Rating
1. Standards and Alignment	✔	Accomplished
2. Data and Assessment	✔	Accomplished
3. Knowledge of Students	✔	Accomplished
4. Activities	✔	Proficient

Instruction	Evidence	Rating
1. Achieving Expectations	✔	Accomplished
2. Content Knowledge and Expertise	✔	Proficient
3. Communication	✔	Proficient
4. Differentiation	✔	Accomplished
5. Monitor and Adjust	✔	Accomplished

Learning Environment	Evidence	Rating
1. Classroom Environment, Routines and Procedures	✔	Accomplished
2. Managing Student Behavior	✔	Accomplished
3. Classroom Culture	✔	Accomplished

Appraiser Signature	_____	Teacher Signature	_____
Online Signature	Cari Clark	Online Signature	Joshua Smith

Observation Evidence Sheet

Domain: Planning		
Dimension	**Evidence**	**Ratings**
1. Standards and Alignment	Overview: Work on math goals using games. Encourage students to use charts and calculator (accommodations). Objectives: 4th graders, individual goals focussing on strategies and accommodations. Outcome: Individual progress on goals. Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
2. Data and Assessment	Overview: Work on math goals using games. Encourage students to use charts and calculator (accommodations). Objectives: 4th graders, individual goals focussing on strategies and accommodations. Outcome: Individual progress on goals. Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing	Accomplished

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	division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	
3. Knowledge of Students	Overview: Work on math goals using games. Encourage students to use charts and calculator (accommodations). Objectives: 4th graders, individual goals focussing on strategies and accommodations. Outcome: Individual progress on goals. Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
4. Activities	Overview: Work on math goals using games. Encourage students to use charts and calculator (accommodations). Objectives: 4th graders, individual goals focussing on strategies and accommodations. Outcome: Individual progress on goals. Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket.	Proficient

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	They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	
Domain: Instruction		
Dimension	**Evidence**	**Ratings**
1. Achieving Expectations	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
2. Content Knowledge and Expertise	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the	Proficient

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3. Communication	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Proficient
4. Differentiation	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
5. Monitor and Adjust	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T	Accomplished

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	begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	
Domain: Learning Environment		
Dimension	**Evidence**	**Ratings**
1. Classroom Environment, Routines and Procedures	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
2. Managing Student Behavior	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's	Accomplished

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	keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	
3. Classroom Culture	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished