**GPS OBSERVATION FEEDBACK DOCUMENT**

**GOAL(S), PRACTICES, STUDENT-CENTERED SPECIFIC NEXT STEPS**

|  |  |  |
| --- | --- | --- |
| **Teacher: Jane Potter** | **Observer: Principal Rhee School: Central County** | **Date: 1/23/21** |

# Area of Reinforcement

* Which practice created in the **most positive** impact on student learning?

Ms. Potter created curiosity and relevance through the activities planned for this lesson.

* This practice aligns most specifically with the following indicator and descriptor:

Activities and Materials—are relevant to students’ lives, induce curiosity and suspense

* Specific evidence gathered from observation to support this selection:
  + List related data collected during this lesson.
  + Include teacher actions that positively impacted learning.
  + Share student actions that resulted from those teacher actions.

The passages and Venn diagram supported the lesson objective and provided evidence of resources used beyond the school curriculum text. The activities did appear to sustain students’ attention, as all were focused on watching and listening to the teacher read and complete the diagram. Multiple examples that were relevant to students’ lives were used to explain important concepts and vocabulary terms. Students did appear to be curious about the content of the passages, as evidenced by their questions. Technology was incorporated through the use of a SMART board. Although students were told to work with their table group to locate evidence from the reading passages, one group did not appear to interact with each other due to lack of clarity with expectations.

# Area of Refinement

* Which practice, if strengthened, would result in the greatest positive impact on student learning?

Ms. Potter could positively impact students by adding wait time following questions, allowing students’ more time to think deeply about the concepts introduced in class.

* This practice aligns most specifically with the following indicator and descriptor:

Questioning—wait time (3-4 seconds) is consistently provided.

* Specific evidence gathered from observation to support this selection:
  + List related data collected during this lesson.
  + Include teacher actions that positively impacted learning.
  + Share student actions that resulted from those teacher actions.

Questions were purposeful, coherent and sequenced with attention to the instructional goals. Questions sometimes required a unison response. At other times, it appeared that students called out answers; therefore, it was not apparent whether all students had an opportunity to respond due to the limited use of wait time for students to formulate responses. The teacher asked numerous questions during the lesson, but at times she answered for the students or continued reading rather than elaborating on the students’ responses and connecting them to the lesson’s objectives. With this, students could remain unengaged, and teacher lacked clear data on student progress during the lesson.

# Teacher Support Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher Goal(s):** | **Teacher Next Step(s):** | **Date(s) For**  **Completion by Teacher:** |  | **Leader Next Step(s):** | **Date(s) For**  **Completion by Leader:** |
| * Ms. Potter will consistently provide 3-5 seconds of wait time following questions asked during a lesson, allowing students’ more time to think deeply about the concepts introduced in class. | Through collaboration with the instructional coach, Ms. Potter will:   * Participate in an observation focused on collecting baseline data on her wait time. * Identify strategies to help her increase wait time. * Develop a plan to monitor wait time and have three 15-minute sessions where the instructional coach will observe specifically to collect data on wait time to be shared with the teacher for progress monitoring. * Notify Ms. Rhee when all three session with the instructional coach are finished to   schedule a follow-up observation. | * 2/2/21 * 2/6/21 * Scheduled by 2/15/21; completed by   3/15/21   * 3/15/21 |  | Ms. Rhee will share next steps with the instructional coach so he can:   * Schedule initial conversation with Ms. Potter to create a collaborative plan of action. * Help Ms. Potter identify appropriate strategies for supporting wait time. * Set up three observation and coaching sessions with Ms. Potter.   Ms. Rhee will follow up with Ms. Potter’s progress within 7 working days after the three mini-observations are complete via walk- through focused on wait time. | * 1/25/21 * No later than 3/24/21 |