

Anne Duffy
Observation – 12.12.19

1. Safe and positive learning environment
2. Clear, adapted and differentiated learning goals
3. Feedback for teacher and students
4. Variation and structure in teaching
5. Student engagement

Agenda

- Homework Review – 9:36
- Preview of unit assessment next week – 9:44
- “CA” boardwork/direct instruction – 9:48
- New packet of CA problems – 10:10

Notes

- Groups are pre-assigned on the board – love it! Very clear agenda projected for today’s activities.
 - It seems that students sat together at start of class, per the groups, and thereafter transitioned directly into group work. This would have been a good transition in which to include some movement, even if only by moving tables.
 - Pt. 4, 5
- I saw a combination of review, direct instruction, self-guided work. This seems like a nice balance, per some other conversations that are bubbling around the school about how much our instruction is based in inquiry vs. direct instruction (with the prevailing sentiment that there is more inquiry than instruction).
 - Pts. 4, 5
- Teacher and students exchanged questions during review and direct instruction. Students collaborated on the independent work.
 - Pt. 3, 5
- Let’s talk about tone. You’re direct and clearly have high standards, all appropriate. But sometimes I can see how your reaction could make a student feel like their question was stupid. At one point you said, “It’s right on the page,” when a student asked something.
 - Pt. 1
 - I really appreciate your willingness to share a little bit about yourself with the students, for example when you said how drawing in front of other people makes you uncomfortable. How can you leverage that bit of vulnerability to make kids feel safe and valued? Also, let’s talk about how to be authentic self while managing students’ emotional experience in the classroom.