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| **Date** | **Topic** | **Collaboration Notes** |
| **08/28/14** | **15 minute observation debrief** | :**Next Steps**  Think/Write Pair Share after problem analysis  Wait time with tougher questions  Cold call for simple questions |
| **09/09/14** | **15 minute observation debrief** | **Goals:** Thinking Outside the Box - Planning lessons that are more engaging and higher cognitive load on students  **Measure:** Full detailed answers with complete sentence and vocabulary.  **Strengths:** Scaffolding, Questioning |
| **09/23/14** | **Scaffolding and CFU’s** | CFU & Adjusting Instruction  Creating Qs to Guide Reading  Think/Write Pair Share after problem analysis  Cold call on simple questions |
| **10/07/14** | **Lesson critique (Not Observation)** | Think-Pair-Share: practiced and modeled what I would do in class.  Wait-Time: Examples and some modeling.  Error Analysis: Talked about making it more cognitively engaging. |
| **10/21/14** | **20 minute observation Debrief** | **Positives:**  -It is evident that teacher has created system in the classroom. There was minimal redirecting and students stayed on task through the warm up  -It is evident that teacher’s expectations have been taught.  Students did not need too much prompting or redirection when it came to completing the task given  -Pacing of the lesson was appropriate.  -Teacher often gave student feedback while completing their warm up  -teacher/student relationship is respectful  -Student/Student relationship is respectful.  **Recommendations/Next Steps:**  -Be consistent with your cfu’s and whole class feedback before transitioning to the next activity.  This is for you to get data and should inform the class of that data.  -Teacher needs not to face his back to the class.  Teacher needs to be able to have a view of the entire class even when giving one on one feedback and when assisting students.  -Increase the use of positive feedback and narrate the positives especially during individual feedback  -You have a habit of asking questions and just allowing students who want to participate answer your questions.  Teacher needs to use other strategies for other students to increase student participation during whole class discussion.   I noticed that the same five students were actively answering your questions, but the rest of the students were just looking at you.  For example, let the class know that you need to see 5 hands up before you start calling on someone.  -Continue using cold call |