

CLASS[®]

Observation Report

William W. Hall Academy

16-1830

Rm 101

Shayna Perkins

10/24/2024

Pre-K - English

Teachstone[®] 

Cycle Details

Cycle 1 07:45am - 08:05am

Language: English

Children: 11

Adults: 2

Content: Lit/Lang arts, Social Studies, Math, Science

Primary Content: Lit/Lang arts

Format: Routine, Meals/snacks, Whole group

Primary Format: Whole group

Cycle 3 08:53am - 09:13am

Language: English

Children: 11

Adults: 2

Content: Lit/Lang arts, Social Studies, Math, Art, Science

Primary Content: Lit/Lang arts

Format: Individual time, Free choice/centers

Primary Format: Free choice/centers

Cycle 2 08:15am - 08:35am

Language: English

Children: 11

Adults: 2

Content: Lit/Lang arts, Social Studies, Math, Science

Primary Content: Lit/Lang arts

Format: Whole group

Primary Format: Whole group

Cycle 4 09:23am - 09:43am

Language: English

Children: 11

Adults: 2

Content: Lit/Lang arts, Social Studies, Math, Art, Science

Primary Content: Lit/Lang arts

Format: Routine, Whole group, Individual time, Free choice/centers

Primary Format: Free choice/centers

Observation Scores

Scores by Domain



Scores by Dimension

Cycle #	1	2	3	4	Average
PC	5	5	6	6	5.50
NC	1	1	1	1	1.00
TS	4	5	6	6	5.25
RSP	4	4	5	4	4.25
BM	7	6	7	6	6.50
PR	6	6	7	6	6.25
ILF	4	4	6	7	5.25
CD	1	2	1	1	1.25
QF	3	3	2	3	2.75
LM	3	4	3	3	3.25

About Observation

What song was sung and/or what book was read? : Morning Song/ Book - I Drive a Garbage Truck

What special activity or discussion took place? : Discussed the importance of Garbage Men

What other classroom activities occurred? : Centers, writing names, circle time

Observation Feedback

Emotional Support

Areas of Strength

Negative Climate

Your classroom was rated in the LOW range for Negative Climate, which reflects the overall level of expressed negativity in the classroom; the frequency, quality, and intensity of teacher and peer negativity are key to this scale.

The following interactions were observed in your classroom:

Negative affect - The teacher and students do not display strong negative affect and only rarely, if ever, display mild negativity.

Punitive control - The teacher does not yell or make threats to establish control.

Sarcasm/disrespect - The teacher and students are not sarcastic or disrespectful.

Severe negativity - There are no instances of severe negativity between the teacher and students.

Areas for Some Growth

Positive Climate

Your classroom was rated in the MID range for Positive Climate, which reflects the emotional connection between the teacher and students among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.

The following interactions were observed in your classroom:

Relationships - There are some indications that the teacher and the students enjoy warm, supportive relationships with one another.

Positive affect - There are sometimes displays of positive affect by the teacher and/or students.

Positive communication - There are sometimes positive communications, verbal or physical, among teachers and students.

Respect - The teacher and students consistently demonstrate respect for one another.

Teacher Sensitivity

Your classroom was rated in the MID range for Teacher Sensitivity, which encompasses the teacher's awareness of and responsiveness to students' academic and emotional needs; high levels of sensitivity facilitate students' ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement.

The following interactions were observed in your classroom:

Awareness - The teacher is consistently aware of students who need extra support, assistance, or attention.

Responsiveness - The teacher is responsive to students sometimes but at other times is more dismissive or unresponsive, matching her support to the needs and abilities of some students, but not others.

Addresses problems - The teacher is sometimes effective at addressing students' problems and concerns.

Student comfort - The students sometimes seek support from, share their ideas with, or respond to questions from the teacher.

Regard for Student Perspectives

Your classroom was rated in the MID range for Regard for Student Perspectives, which captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.

The following interactions were observed in your classroom:

Flexibility and student focus - The teacher may follow the students' lead during some periods and be more controlling during others.

Support for autonomy and leadership - The teacher sometimes provides support for student autonomy and leadership but at other times fails to do so.

Student expression - There are periods during which there is a lot of student talk and expression but other times when teacher talk pre-dominates.

Restriction of movement - The teacher is somewhat controlling of students' movement and placement during activities.

Classroom Organization

Areas of Strength

Behavior Management

Your classroom was rated in the HIGH range for Behavior Management, which encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.

The following interactions were observed in your classroom:

Clear behavior expectations - Rules and expectations for behavior are clear and consistently enforced.

Proactive - The teacher is consistently proactive and monitors the classroom effectively to prevent problems from developing.

Redirection of misbehavior - The teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues. Behavior management does not take time away from learning.

Student behavior - There are few, if any, instances of misbehavior in the classroom.

Productivity

Your classroom was rated in the HIGH range for Productivity, which considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.

The following interactions were observed in your classroom:

Maximizing learning time - The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks.

Routines - The classroom resembles a 'well-oiled machine'; everybody knows what is expected of them and how to go about doing it.

Transitions - Transitions are quick and efficient.

Preparation - The teacher is fully prepared for activities and lessons.

Areas for Some Growth

Instructional Learning Formats

Your classroom was rated in the MID range for Instructional Learning Formats, which focuses on the ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.

The following interactions were observed in your classroom:

Effective facilitation - At times, the teacher actively facilitates activities and lessons to encourage interest and expanded involvement, but at other times merely provides activities for the students.

Variety of modalities and materials - The teacher uses a variety of modalities including auditory, visual, and movement and uses a variety of materials to effectively interest students and gain their participation during activities and lessons

Student interest - Students may be engaged and/or interested for periods of time, but at other times their interest wanes and they are not involved in the activity or lesson.

Clarity of learning objectives - The teacher orients students somewhat to learning objectives, or the learning objectives may be clear during some periods but less so during others.

Instructional Support

Areas for Some Growth

Language Modeling

Your classroom was rated in the MID range for Language Modeling, which captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.

The following interactions were observed in your classroom:

Frequent conversations - There are limited conversations in the classroom.

Open-ended questions - The teacher asks a mix of closed-ended and open-ended questions.

Repetition and extension - The teacher often repeats or extends the students' responses.

Self- and parallel talk - The teacher rarely maps his or her own actions and the students' actions through language and description.

Advanced language - The teacher sometimes uses advanced language with students.

Areas for Much Growth

Concept Development

Your classroom was rated in the LOW range for Concept Development, which measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.

The following interactions were observed in your classroom:

Analysis and reasoning - The teacher rarely uses discussions and activities that encourage analysis and reasoning.

Creating - The teacher rarely provides opportunities for students to be creative and/or generate their own ideas and products.

Integration - Concepts and activities are presented independent of one another, and students are not asked to apply previous learning.

Connections to the real world - The teacher does not relate concepts to the students' actual lives.

Quality of Feedback

Your classroom was rated in the LOW range for Quality of Feedback, which assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.

The following interactions were observed in your classroom:

Scaffolding - The teacher occasionally provides scaffolding to students but at other times simply dismisses responses as incorrect or ignores problems in students' understanding.

Feedback loops - The teacher only provides perfunctory feedback to students.

Prompting thought processes - The teacher rarely queries the students or prompts students to explain their thinking and rationale for responses and actions.

Providing information - The teacher occasionally provides additional information to expand on the students' understanding or actions.

Encouragement and Affirmation - The teacher occasionally offers encouragement of students' efforts that increases students' involvement and persistence.

Observation Cycle Notes

Emotional Support

Positive Climate

Cycle 1: No notes provided

Cycle 2: No notes provided

Cycle 3: No notes provided

Cycle 4: No notes provided

Negative Climate

Cycle 1: No notes provided

Cycle 2: No notes provided

Cycle 3: No notes provided

Cycle 4: No notes provided

Teacher Sensitivity

Cycle 1: No notes provided

Cycle 2: No notes provided

Cycle 3: No notes provided

Cycle 4: No notes provided

Regard for Student Perspectives

Cycle 1: No notes provided

Cycle 2: No notes provided

Cycle 3: No notes provided

Cycle 4: No notes provided

Behavior Management

Cycle 1: No notes provided

Cycle 2: No notes provided

Cycle 3: No notes provided

Cycle 4: No notes provided

Productivity

Cycle 1: No notes provided

Cycle 2: No notes provided

Cycle 3: No notes provided

Cycle 4: No notes provided

Instructional Learning Formats

Cycle 1: No notes provided

Cycle 2: No notes provided

Cycle 3: No notes provided

Cycle 4: No notes provided

Concept Development

Cycle 1: No notes provided

Cycle 2: No notes provided

Cycle 3: No notes provided

Cycle 4: No notes provided

Quality of Feedback

Cycle 1: No notes provided

Cycle 2: No notes provided

Cycle 3: No notes provided

Cycle 4: No notes provided

Language Modeling

Cycle 1: No notes provided

Cycle 2: No notes provided

Cycle 3: No notes provided

Cycle 4: No notes provided

Observation Summary Notes

No notes provided