



Practicing the Teaching Observation Tool

The purpose for this learning task is to practice recognizing the Performance Expectations and Indicators to use the Teaching Observation Tool to record levels of performance.

- *First, read the short vignette and select the Performance Expectation described by the evidences in the vignette. Rate the performance level using the tool.*
 - *Second, discuss and compare at your table what decisions you made about the Performance Expectations represented in the vignette and how you arrived at the rating level.*
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This case study occurs in a small elementary classroom in the Southwest United States. The teacher being observed is named Karen Madsen. Karen is a new teacher and the focus of the observation takes place during her reading lesson.

Miss Madsen begins the day by taking attendance and lunch count. As soon as roll was taken, Miss Madsen had her students prepare for their first task of the day. She handed out 3 stories with questions at the end for them to answer and gave specific instructions. She instructed the children to color the pictures on the stories when they were finished so that they would be able to stay busy.

Once the students seemed to understand their task and began working diligently, Miss Madsen called the first reading group back to the reading table. As the reading group was making their way back to the table, 2 boys pretended that they were going to join the group. However, when Miss Madsen looked at them, they took their seats and continued working. Miss Madsen chose not to comment on this behavior.

The reading group assembled themselves at the reading table while Miss Madsen made sure the other students remained on task. Miss Madsen then took her seat with the reading group and had them go over the days of the week and identify which one contained a consonant digraph. She then listed several words with the same consonant digraph sound and had the students identify which digraph the words had in common. Miss Madsen continued her lesson and was interrupted by one of the boys who pretended to join the group earlier. Miss Madsen chose to address Tyler and ask him what he wanted. He told her he was tired and she responded by having him go back to work and telling him he could rest later.

As Miss Madsen and the reading group continued with their digraph lesson, Miss Madsen noticed that Tyler was resting his head on the desk and not doing anything. Rather than interrupt her lesson she chose to let Tyler make his own decision about how he was going to use his time.

After Miss Madsen had practiced the consonant digraphs with the group she used an activity in which they located digraphs in words and made a tongue twister out of the words the students used. Miss Madsen made a transition between the digraph task and the vowel-pair tasks. She pointed out that both of the tasks dealt with two letters, however the first dealt with the consonants, and the second with vowels. She also brought up the rule, "when two vowels go walking, the first one does the talking."

Miss Madsen went over the basics of a dictionary and had the students do a worksheet involving guidewords on their own. She was able to help them shift gears from talking and working in a group to working on their own.

During the digraph lesson she asked each student an individual question giving everyone a chance to speak up and also creating an opportunity to discern where each individual child was at. She also went over previously learned material and presented new material in steps.



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Karen Madsen's Effectiveness Rating:

1. What Performance Expectations are pertinent to this scenario?
2. Are you able to mark Miss Madsen's level of effectiveness? What rating would you select on each pertinent Performance Expectation after you observed, viewed documents, and interviewed the stakeholders listed above? Why?
3. Since this is a formative evaluation, what other types of evidences might you need to rate Karen Madsen's effectiveness? What documents, other observation venues, and interviews might be appropriate? What questions do you still have in order to rate Miss Madsen in a summative evaluation?