

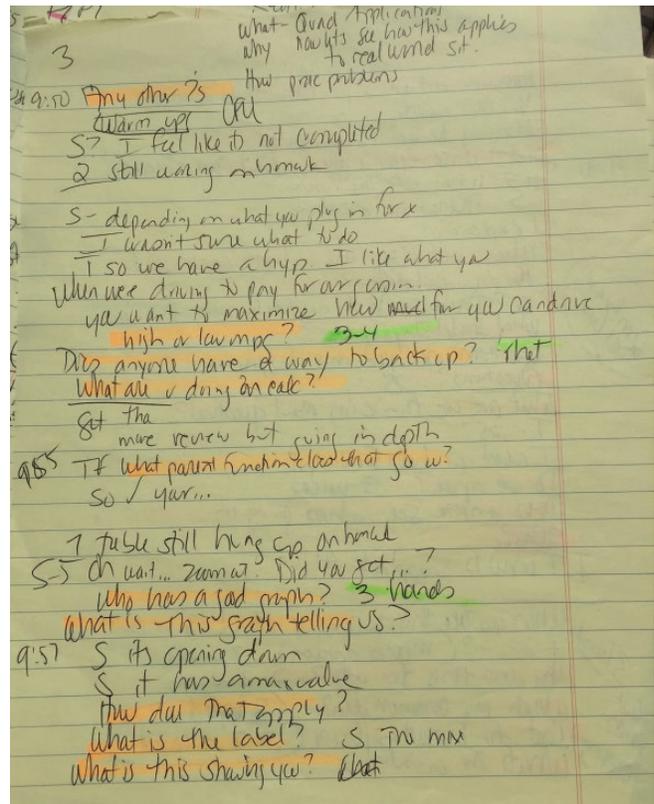
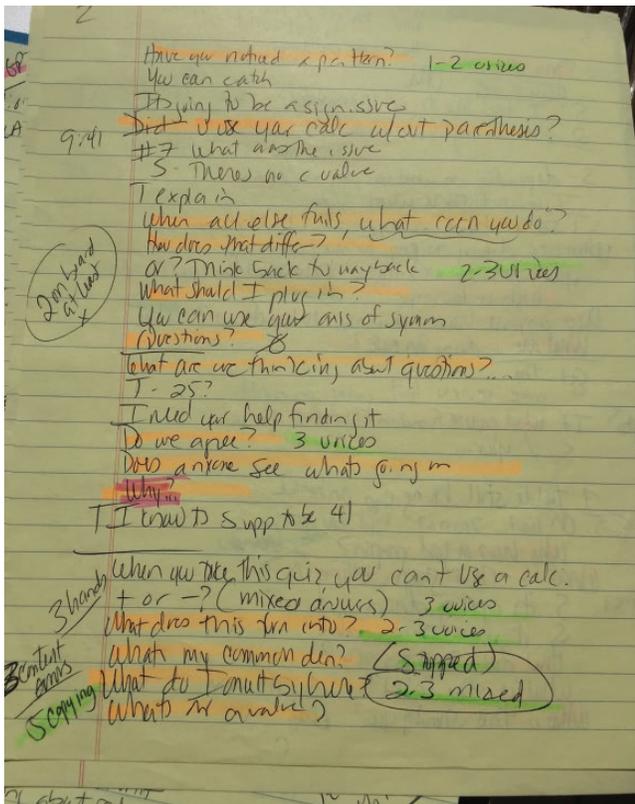
Resource 2.5

Observation Notes

Sample of Evidence Organization 1

Once you have arrived back at your desk, the work begins to organize all of that collected evidence to determine a performance level and to craft a claim about observed teaching and learning. You might find you want to highlight, color code, annotate, or copy and paste evidence onto a new document or in your talent management system by categories, indicators, or attributes. In addition, you can add the related indicator number directly into your notes. This will help you later locate key evidence when you are developing the written report or preparing for a teacher conference.

In this first sample, the observer was working to determine the effectiveness of the teacher's questioning strategies during a math lesson. The observer highlighted all of the recorded questions in one color and then in another color any information captured afterward, such as number of hands, voices, responses, or relevant comments. (You will dive into strategies to capture this type of evidence in Chapter 3.) Notice how quickly you can then scan two pages of notes to determine what the evidence is telling you about the levels of questions and whether students were engaged and constructing new understandings through the teacher's questions.



Sample of Evidence Organization 2

To help a teacher grow in his or her practice, it is critical for you to organize and cite evidence of teaching and learning—not just when a teacher needs to improve in an instructional area (as in the Sample of Evidence Organization 1) but when a teacher is exceeding “proficient” expectations or working successfully to integrate new elements into lessons. (You will learn more about this in Chapters 5 and 6.)

For example, expectations for NGSS require students to be able to engage in critical thinking and discourse with each other about discoveries and inquiries related to a phenomenon. In the organization of notes after observing a group discussion, the observer noticed repeated effective use of talk moves and how the teacher had built the students’ capacity to engage in high levels of discussion. The observer is in the process of “boxing” the student comments and questions on the notes collected. Notice how these pieces of evidence clearly show how students were building on one another’s answers, asking questions, making connections, and using suggested stems. There is one teacher comment boxed to show how she was prompting them to make connections: “Did you find a similar tie in?”

me do you all have to participate?
 12:42 chris (ppt or poster)
 (20) a few questions
 [Emp 1] What caused the trends
 group members read diff parts
 which we thought of their color
 (4 off) we think it depends on turbidity
 12:47 you guys should ask ?'s
 S: Do u think when they're bright they're trying to blend in? (2 other hands)
 [S answering] S2: What do u think they can hide in?
 S3: Challenge - you said coral, but...
 Don't you think there could be...
 [Talk higher] S4: How would...
 S we don't know how a fish works... because can a fish
 S5: Can we ask a ? That leads into ours?
 Do u think turbidity is the only factor?
 [Emp 2] we were broader < building
 The predators can't be as... [It made us think]
 Challenging partner

[I - did you find similar of tie in']
 S - can I count } some S-S
 [Emp 3] balance I am quiet, I prefer to
 claim - male become drab
 The female suppress don't want to avoid
 ?'s Why do you think there are alot of bright
 males? 3 hands
 [I'm just clarifying]
 [As well as you guys saying...]
 corrected self - not right talk mac
 S? Do u think it's like all humans?
 Do u really think that's a drab... They're not thinking
 at all. 3-4 engaged
 1:00 It's mac existence - we talked before in the
 documentary [S - Mex are really sad ?] 1
 [I was going to say what said]
 present used present present head
 [I liked what you found patterns
 in the data]
 I agree