

Resource 4.3

Focus Area Evidence Collection

We wanted to show you how you can organize your thinking and evidence collection by using our five focus areas. We created this table to show you how valuable the first few minutes can be as you begin to think about causal attributions and the focus areas that impact engagement and learning using our algebra II lesson as an example (Classroom Example 4.4). Everything you collect can be applied to one of the areas, which then helps you determine how the teacher is impacting students' abilities to meet the three central goals: thinking conceptually and metacognitively and self-regulating.

The observer arrived during independent/partner work and is collecting preliminary evidence about the teaching and learning to determine the teacher's impact.

Evidence Collection Upon Arrival

Focus Area	Observer's Thinking	Evidence Collected
Environment	Is the physical environment conducive to the learning? Are students working cooperatively or respectfully together? Are they willing to persevere?	Ss were seated in groups of 4, working in pairs and some are helping each other, Ss were waiting for the T to help
Level of challenge	Are students engaged in good struggle? Is the work too hard or too easy?	Some Ss don't know how to solve the problems [hands raised, stopped working], some are working independently and quickly, some are trying
Progression	Are students missing foundations or essentials required to master the stated objective or task?	Some were absent Ss said there was a short introduction before O arrived
Assessment	Does the teacher know what is happening with the learners? Do students know what they don't know or how they are doing?	T monitoring partnerships Ss are aware they don't know how to do it, they are not sure what they need or how to move forward
Supports	What's available to students if they are struggling?	The para, T, and other peers are working with Ss

Notice, in the chart under evidence, "some." The observer would not actually record this in this way, but for our purposes, we wanted you to see that she hasn't yet determined specifics or collected comprehensive quantitative and qualitative evidence that more time in the room will allow. (For more on how to capture evidence efficiently, consult *Feedback to Feed Forward*, Chapter 3).