



**Bailey Station Elementary TEAM Walk-Through
2019-2020**

Teacher: [REDACTED]	Date Observed: 1/28/2020
Grade/Subject: 4 th /ILA	Evaluator: M. Manley

Indicator	Reinforcement	Refinement	Comments
Instructional Plans (IP)			
Student Work (SW)			
Assessment (AS)			
Expectations (EX)		X	Clearly define expectations for beginning
Managing Student Behavior (MSB)			
Environment (ENV)			
Respectful Culture (RC)	X		Relationships were evident
Standards and Objectives ((SO)			
Motivating Students (MS)			
Presenting Instructional Content (PIC)		X	*See Notes
Lesson Structure and Pacing ((LS)			
Activities and Materials (ACT)	X		Flip grid, Brainpop video
Questioning (QU)			
Academic Feedback (FEED)			
Grouping Students (GRP)		X	Use data to determine student placement in groups

Teacher Content Knowledge (TCK)	X		Use of Case21 data
Teacher Knowledge of Students (TKS)			
Thinking (TH)			
Problem Solving (PS)			

Notes from Walk-Through: (Cite as applicable – not every indicator may or needs to be marked.)

Recommendation for Growth: Presenting Instructional Content

The lesson had a wonderful beginning with a Brainpop video followed by an interesting powerpoint presentation that related to main idea and supporting details. Over the 15 minutes of instructional time, you talked through main idea and details. You told the students that main idea was an area of weakness according to the Case21 data and that the information may look familiar to them. Here is where I would suggest making changes to the instruction. If the students struggled with main idea the first time it was taught with this particular powerpoint and worksheet (students made comments "We read this one, and this one, and this one...), then we need to try a different strategy. The students shared many ways to identify the main idea and supporting details, but had difficulty applying the knowledge. I would suggest more modeling during instruction. Read a paragraph and model your thinking process. Highlight, cross out, underline-mark up the paragraph as you model. Then, you can move on to the partner activity that you had planned. Most of all, make it something that is different than before. Again, if they didn't get it the first time then change the strategy and activities. I loved the next activity as partners navigated the room to complete the assignment. A few suggestions: make sure that your groups are predetermined based on data, you hold each student accountable for their work, and you rotate around the room to give meaningful feedback as they work (formative assessment). By the response on each activity card, students were still having difficulty grasping the skill and even the directions. Here is where you regroup and make changes. Each activity has to be meaningful to accomplish the goal of the lesson. The flip grid idea was awesome! I have a couple of suggestion here: give clear directions, set expectations for the environment because the students couldn't hear as they were recording so it was very difficult to have a meaning piece to post, and then look at pacing to make sure you have time for each activity. Last, you ended the lesson suddenly because you had to get to MAPS. I would suggest taking a brief moment for review and questions.

Evaluator requests a post conference: YES or NO (circle one)

Miranda Manley _____ 1/29/2020 _____
Evaluator Signature Date

Teacher requests a post conference: YES or NO (circle one)

██████████ _____ 1/30/2020 _____
Teacher Signature Date

*Teachers must sign and return to evaluator within 48 hours of receiving this form.