

Jan 10, 2013, 08:05:12 AM, from Teacher

Thank you J. I was happy to participate and share. :)

Jan 09, 2013, 05:41:38 PM, from Admin1

Thank you for presenting information to staff at the staff meeting on 1/7/13 explaining key concepts from the ANSWER training that you attended. This opportunity to share is a good reflection on how you work to engage your students and collaborate with your colleagues.

Jan 07, 2013, 12:47:25 PM, from Teacher

Thanks for the feedback J. Similar approaches are used for Science on Friday as well. During our math Mondays it may look a little different. We used multiplication mastery as well as MCAS scores to level the students. The students are then dispersed among the grade level team. Two classes visit the computer lab and work on XTRA math to solidify their facts. An advanced group works with Ms. A and Ms. B on advanced problem solving. Three other groups are dispersed among four other teachers where we have discovery problems as well explicitly teaching strategies to answer open response questions.

Jan 02, 2013, 04:58:03 PM, from Admin2

It was nice the grade 5 team using a collaborative approach during Writing on Wednesday. In all 5 classrooms, students were working quietly in on the same writing prompt. Students were in their reading classrooms. Are similar approaches used for Math Monday and Figure it out Friday activities?

Dec 12, 2012, 04:41:45 PM, from Admin2

Here is some feedback from my unannounced observation on 12/12/12: The students were attentive and actively participating in the mathematics lesson while I observed your classroom. The co-teaching model of lead and support seemed to be working effectively. You and your co-teacher seamlessly alternated between who was taking the lead. Students appeared comfortable asking both of you questions and requesting support from either teacher that was available. It is apparent that you both put a great deal of time and effort into both preparation and the delivery of the co-taught lesson. I was extremely impressed with how well the both of you implement this instructional model. What types of things do you do to make this model so successful?

Dec 06, 2012, 03:28:56 PM, from Teacher

Hi J, Thank you so much for the feedback. In response to your question, grouping is based on the needs of the particular student. The group that you observed met the benchmark for fluency however they have weaknesses in comprehension. Because Ms. T and I are both special education teachers, we have divided the students amongst us based on their area of primary need. We continually monitor the students' progress to be sure that the students are placed in an appropriate intervention. K:)

Dec 06, 2012, 02:26:50 PM, from Admin2

Here is some feedback from my unannounced observation on 12/6/2012: During the ELA reading block, all of the students were attentive and actively engaged in the lesson. Each one of the seven students at the teacher table participated in the discussion at least twice during the time that I observed. The Agenda was clearly posted on the board in student friendly language. For ELA it stated "Today we will review vocabulary, verbs and our skill (compare/contrast) to prepare for our test". Further, "Today we will use QAR strategies" was posted by the teacher table with an explanation of 4 types of reading comprehension questions "Right There", "Think and Search", "Author and Me" and "On My Own". Students demonstrated the ability to independently identify at least 2 of these types of questions from a given text using post it notes. I noticed that the group was comprised of both general education and special education students. How was this particular grouping pattern determined?

Dec 02, 2012, 04:05:18 PM, from Teacher

It was my pleasure! It was great to not only model but to meet and chat with other teachers about strategies that work. :)

Nov 30, 2012, 06:09:50 PM, from Admin1

Thank you for volunteering to host the ELT cluster visit in your classroom today. The members who attended your classroom were very excited to see how your inclusion model in reading worked. Thank you for providing them with great ideas that they hope to share at their schools.

Nov 14, 2012, 05:47:30 PM, from Admin1

Today at the BSRI Math workshop, you were actively engaged throughout the workshop and demonstrated enthusiasm for small group instruction. You provided group feedback and ideas during the time with your colleagues. I look forward to you sharing the information that you obtained from this workshop at your grade level common planning.

Nov 08, 2012, 04:05:28 PM, from Teacher

Thank you so much for the feedback. I agree with you and feel that it is very important to frequently assess skills and understanding to differentiate my instruction. A check-in ticket as well as a ticket to leave is a common practice in my math classroom. :)

Nov 07, 2012, 09:20:33 PM, from Admin1

Today in your math class, you used data to assess skill and understanding and determined the areas and students that needed small group instruction and concept re-teaching. Re-teaching concepts to dispel misconceptions and to clarify understanding is an important tool for ensuring student understanding. Thank you.