

credits for being a helpful neighbor." When a student breaks a rule or treats a classmate poorly they can receive debits. Rewards are 'purchased' with their credits	
<p>2e: Organizing physical space</p> <p>The class is set up for whole class and small group instruction. The Smartboard is up near the rug so all students can see it easily.</p> <p>There is a table in the back utilized for one on one assistance or as an additional group workspace.</p>	3- Effective
<p>3a: Communicating with students</p> <p>Ms. Gutenerger reminded the students what they worked on previously and listed the objectives for the day on the Smartboard.</p> <p>Ms. Gutenberg wrote the aim on the Smartboard. "How can we show different points of view?"</p>	3- Effective
<p>3b: Using questioning and discussion techniques</p> <p>Questions asked by Ms. Gutenberg lead to discussions between the students. Ms. Gutenberg will ask a question, "Who would like to explain what point of view means?" Three students shared their thoughts. Ms. Gutenberg interjected because a student got stuck and needed a hint. Her hint consisted of a scenario of how students tell two very different versions of the same story.</p> <p>Students take part in turn and talks. Ms. Gutenberg and the paraprofessional in the class listen to student conversations. They clarify information if it's necessary. Students share out the thoughts/opinions of their partners.</p> <p>As the class watched videos on point of view, Ms. Gutenberg asked questions, "How do you think she feels seeing her co-worker eating cupcakes and chilling when she's supposed to be working?"</p> <p>Students ask questions during the lesson. Ms. Gutenberg allows students to share their thoughts about the answer before she answers.</p>	4- Highly Effective
<p>3c: Engaging students in learning</p> <p>Ms. Gutenberg uses the Smartboard to post questions and information. She also utilizes the Smartboard to show videos(Iready, Brain Pop)about the topic of discussion. The videos are used as conversation starters with the children.</p>	4- Highly Effective
<p>3d: Using assessment in instruction</p> <p>Each student has an assessment stick. When they have proven to Ms. Gutenberg that they understand the skill/strategy for the day she takes the stick. This way she knows that they have an acceptable level of understanding. Students that don't get their sticks collected get a re-teach session with the teacher.</p>	4- Highly Effective
<p>3e: Demonstrating flexibility and responsiveness</p> <p>When students need assistance, Ms. Gutenberg refers back to things they have done previously (a story, notes in their books, charts posted in the room). She asks students if they need a clue.</p> <p>Resource charts are posted for the current unit of study to assist students if necessary.</p>	3- Effective
4a: Reflecting on teaching	N/A
4b: Maintaining accurate records	N/A

Teacher ID 1418918

Teacher Name CHRISTINA GUTENBERGER

<i>4c: Communicating with families</i>	
<i>4d: Participating in the professional community</i>	N/A
<i>4e: Growing and developing professionally</i>	N/A
<i>4f: Showing professionalism</i>	N/A

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Additional Evaluator Notes (please attach more pages, as necessary):

Commendations:

- The use of technology in Ms. Gutenberg's room keeps students engaged. The videos shown correlate with the lesson and all pertinent information is posted on the Smartboard as well.
- The discussions during the lesson allowed the children to not only share their thoughts and ideas, but to ask questions that they had. The discussions go from student to student. Several students would share before the teacher spoke again.

Recommendations:

- Always require the students to share their rationale/evidence for their answers. This will help you ascertain who really understands and who may need more support.

Evaluator's signature

D. Smith - Johnson

Date

3/31/14

Evaluator's name (print) SMITH JOHNSON, DANIELLE