

Observation

Evaluation Type:	Not assigned	Class Description:	Fourth Grade Library
Observation Type:	O - Observation	Student Count:	21
Observation Title:	Andrea Brew Formal Observation	Course Category:	READ - Reading
Observation Date:	1/11/2017 (Begin) 1/11/2017 (End)	Grade:	04 - FOURTH
Full Period?:	Yes		
Pre-Obsv. Conf.:	1/10/2017 8:00 AM		
Post-Obsv. Conf.:			

Observation Notes

Ms. Andrea Brew Formal Observation
Wednesday, January 11, 2017
Fourth Grade Library – 21 students
12:30 PM to 1:00 PM

The students enter and check their books in and take them to their shelf. They go to their table and many begin reading until everyone is seated. The teacher asks a few questions about non-fiction books and about research. The students are well-informed. She states the objectives are finding valuable research items and evaluating research sites. She brings up a slide and they will work on the pros and cons of internet research. As the students give input, the teacher writes them on the board. Most of the students are listening and are engaged. She asks them to talk with their neighbors to come up with another idea of a positive about using the internet for research. As they talk, the teacher moves to the tables listening. After getting their attention, she asks for ideas and writes them on the board. Once she completes the list, she pulls up a web site for them to look at. She shows them some highlights and asks a few questions. The teacher hands out a screen shot document. Some students find some problems. She asks them to read and mark any problems they find as a way to evaluate the web site. There are books about Columbus on the table for them to use to fact check. She asks for some of the problems that they found. There are significant problems. The teacher asks for attention and has to wait a few seconds and redirect some of the students. She points out that the internet is not always accurate and introduces what they will do the next few weeks – triangulating data. She defines it. She states that the site is not a real site but one created for teaching purposes. She asks them to put up their paper and states they have four minutes to find a book to check out. She reminds them about the reading challenge based on animal books. She talks with some of the students and moves around as they are checking out books. The students know and follow the routine of finding and checking out books. The teacher gets their attention, wraps up the lesson and thanks them. The class ends at 1:00 PM when the teacher walks in to get them.

Areas of Strength

The lesson was excellent. The goal was to help students evaluate and gauge online sources. The lesson was well-planned and effective. The students were engaged and the classroom management was excellent. See observation notes.

Areas of Improvement

There are no areas for improvement in the lesson that was observed. This section of the observation is based solely upon the delivery of a lesson and the lesson was excellent

Next Steps

The next step is an evaluation of the librarian rubric and the examination of the collection of proof for the components of the library.

Scoring

Overall observation rating: 4.00 Highly effective

Evaluator Signature

Employee Signature

Date

Date

Observation

Evaluation Type:	Not assigned	Class Description:	Fourth Grade Library
Observation Type:	O - Observation	Student Count:	23
Observation Title:	Andrea Brew Formal Observation	Course Category:	OTHR - Other
Observation Date:	12/20/2017 (Begin) 12/20/2017 (End)	Grade:	04 - FOURTH
Full Period?:	Yes		
Pre-Obsv. Conf.:	12/18/2017 11:30 AM		
Post-Obsv. Conf.:	12/22/2017 1:00 PM		

Observation Notes

Andrea Brew Formal Observation
Wednesday, December 20, 2017
Fourth Grade Library – 23 students
8:15 AM to 8:50 AM

The class is seated quietly and has their chrome books. She asks for a thumb up if they are ready. The teacher gets their attention and introduces the lesson, "Rocking around the Source Documents." She asks if they know different types of documents and the students give 5 examples. She asks another question and gets responses. She builds upon the responses well. She pulls up the directions on the board and asks them to read the directions on their chrome books. She asks them to wave when they are done. She says that they will work with partners and asks them to take a paper which has more details and will allow them to randomly pick a partner. She tells them that they will move with their partners to a place of their choice in the library and use "level one" voices. She asks them to click on a link that will take them to four source documents. She models how to click on one document (a picture) and how to find the questions, etc. She asks for questions about the source documents. One student asks how to get out of a document and the teacher shows them. She explains that they will need to use two documents at times and prior knowledge as well. She says that there is a number on the top of the paper and they need to find the person with the same number on their paper to work with. She gets their attention and tells them that they will go to a spot and work. The students move quickly and quietly and begin working. The teacher goes to one group and sits with them. The teacher tells them that they have seven minutes. She continues to move around the room checking student work. The teacher pauses and tells them that they may have to look at all of the documents to get the answer to one of the questions. After a time, she gets the students' attention and asks them to stop. She plays a song and tells them they should be at the table when the music stops. The transition is smooth. She asks what they thought was difficult about using the source documents. One student tells about her group's challenges. She said that they need to be careful to read the questions and answer all of the question. She asks if they learned anything about Christmas trees. She told them they will check out books quickly and then answer the wrap up question on Google. They move quickly to look at books and she asks them to use their folder as a shelf marker. She gives them one minute to find a book. Most students are at the table and working quietly. She gets their attention and asks them to stop, submit what they have. She will check their answers and look at the strategies that they find helpful. She tells them to log off and asks if they have questions, concerns or comments. She asks them to place their paper back in the bucket and they do. She calls tables and they line up quietly. The lesson ends at 8:50 AM.

Areas of Strength

The lesson was well planned. The librarian explained the objective of the lesson and how to maneuver and use the technology to properly participate in the lesson. The librarian moved around the groups observing and helping. The mood of the library was very good. Students asked questions and the librarian responded well. The librarian asked questions and then built upon student responses. There was closure and the students gave feedback to the teacher on their understanding of the lesson.

Areas of Improvement

Next Steps

Scoring

Overall observation rating: 4.00 Highly effective

Evaluator Signature

Employee Signature

Date

Date