

FORMATIVE OBSERVATION FORM

Amy Hadden	9-24-09	Bois D' Arc Elementary
Teacher	Date	School
Literacy	Kindergarten	8:45-9:45
Content/Class	Grade/level	Observation time

Data: Scheduled Observation Unscheduled Observation Non-Observed Artifact

I. Instructional Process

A. Demonstrates evidence of lesson and unit planning and preparation. Children were sitting at the front of the classroom, having "morning meeting" time. Several songs were sung, reinforcing basic skills. One song dealt with friendship, A,B,C's, days of the week, etc. Mrs. Hadden then transitioned to calendar time, discussing the date of the day, how many days of school we have had, and making a math equation with the numbers. Children shared with their shoulder buddy what sound the letter "b" makes. They then sang a song reinforcing the sound of the letter "b". Brody got to go to the poster and circle a Big B, and Spencer got to circle a little b. Kindergarteners then shared with their shoulder buddy a word that starts with the letter b. Mrs. Hadden played Simon says as a transitional activity to go to reading a big book with rhyming words.

B. Demonstrates knowledge of curriculum and subject matter. Mrs. Hadden's lesson plans demonstrate she has a solid understanding of curriculum and subject matter for the kindergarten classroom. The children played a game on the computer, Reggie Rhinoceros. The children were to help Reggie find a rhyming word.

C. Uses effective techniques, strategies and skills during the lesson. Mrs. Hadden's activities are very fun and educational for the kindergarten students. She did a rhyming game with the students in which they had to identify rhyming words and snap fingers when they heard words that rhymed. The students then read Hey, Diddle, Diddle.

D. Uses instructional time effectively. It is amazing how organized Mrs. Hadden instructs her students. All activities have a smooth transitional activity that eliminates lost minutes.

E. Evaluates student progress effectively. During the rhyming game, Mrs. Hadden asked students to raise a "quiet hand" and give the correct response, checking for understanding of rhyming words. Students worked with a partner, to draw rhyming words that went with the picture that was provided, thus checking for understanding.

F. Provides for individual differences. Mrs. Hadden provides a variety of activities that allow for and reinforce individual differences. Students worked together in pairs to complete a rhyming activity. The sheet had a picture glued on the sheet. Children were to draw a picture of an item that rhymed with the name of the picture.

G. Demonstrates ability to motivate students. Students are totally on task during all the many activities Mrs. Hadden provided during carpet time. The children were excited to play the computer game, which Mrs. Hadden had displayed on the wall for all students to see and be able to participate.

H. Maintains a classroom climate conducive to learning. Mrs. Hadden uses a lot of positive reinforcement throughout the many activities during carpet time. She works with individual students to help them to understand classroom rules, thus providing a classroom climate conducive for all students to learn.

I. Manages student behavior in a constructive manner. Mrs. Hadden rewards students for good behavior throughout the day. She uses smiley faces and sad faces to help the class, as a whole, to earn extra recess. She currently has three students on individual behavioral plans, which has been very effective to help those students to conform to classroom rules. Students received two "frowny" faces, due to excessive talking.

II. Interpersonal Relationships

A. Demonstrates positive interpersonal relationships with students. Mrs. Hadden strives to learn the strengths and weaknesses of each child. She works to move each child forward in their educational growth.

B. Demonstrates positive interpersonal relationships with educational staff. Mrs. Hadden works well with all faculty and staff. She currently is the building representative, which requires a lot of interaction with faculty and staff. Her positive personality radiates in all she does. She and Mrs. Stills' third grade students are book buddies, allowing for collaboration between the two teachers.

C. Demonstrates positive interpersonal relationships with parents and other members of the community. Mrs. Hadden sends home Friday folders with students as a form of communication with parents. She has parent volunteers in the classroom, and uses e-mail to communicate with parents, as well. She directs kindergarten round-up prior to beginning of school and provides a PTA program with the kindergarten students.

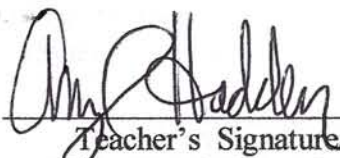
III. Professional Responsibilities

A. Follows the policies, regulations and procedures of the school district. Yes

B. Assumes responsibilities outside the classroom. Mrs. Hadden provides after school tutoring, performs her gate duty assignments, is building representative for Bois D'Arc Elementary, and assumes other responsibilities outside the classroom, when necessary.

C. Demonstrates a commitment to professional growth.* Mrs. Hadden will start her Master's Degree the Spring Semester.

Comments: Mrs. Hadden is doing a good job of getting this group of kindergarten students into a daily routine. Her three years of experience have helped to prepare her for the structured classroom required of these students. I appreciate her professionalism in all areas of her teaching.

 9/25/09
Teacher's Signature/Date

 9-25-09
Principal's Signature/Date

(Signatures indicate that the data has been read and discussed. Copies to the Teacher and Principal.)

* The teacher is responsible for providing the principal with a listing of pertinent information for the current evaluation cycle.