

| | Rating | Strengths |
|-----------------------------|----------------|---|
| 1. Professional Knowledge | Exemplary / L4 | You consistently demonstrate an understanding of the fifth-grade math curriculum. You base your instruction on goals that reflect high expectations for all students and provide students with relevant learning experiences. As the fifth-grade math lead teacher, you guide your grade-level math teachers in understanding the curriculum and ensure the teachers integrate key content elements. |
| 2. Instructional Planning | Exemplary / L4 | You consistently plan collaboratively with your grade-level team. You are the math content lead and consistently work to create a positive and constructive team. You lead your team to focus on the possible misconceptions, and how to address these during small groups. You use multiple data sources to determine the appropriate sequencing of lessons. For example, you recently incorporated a review of prerequisites so that more students had the foundational knowledge in order to successfully acquire and master grade-level skills. Continue to guide your team in analyzing the AKS to ensure that the lessons and associated activities address the appropriate standards. |
| 3. Instructional Strategies | Exemplary / L4 | Your learning target focused on comparing and ordering 3 fractions with different numerators and denominators. When I entered your classroom, students were working collaboratively on the activating strategy. Students were trying to decide if the fraction they were given was less than, equal to, or greater than $\frac{1}{2}$. The fractions students were identifying were in different forms (i.e. on a number line, in fraction form, and in shaded models). Students had to then put the fraction card under the correct category on the board and be able to justify their answer. This activity required higher level thinking for students as they had to analyze the model they were given and, in some instances, simplify the fraction you gave them. Once students completed this task, you reviewed the answers and asked students probing questions to assess their level of understanding. You asked students what they had to do to compare their cards to $\frac{1}{2}$. One student stated, "Solve them." You then asked what that meant, 'solve them?' Another student clarified, "If it was a circle, we had to make it a fraction." You picked up a card and asked students what the fraction was for the shaded part of the circle. Students answered, $\frac{2}{4}$. You continued to lead them to understand how this activity connected to your lesson objective by asking what they had to do with the fraction $\frac{2}{4}$ to then compare it to $\frac{1}{2}$. Students stated they had to find the equivalent fraction. This activity allowed you to assess students' point of entry for identifying equivalent fractions with common denominators. This then will influence your instruction and small group moves for comparing and ordering fractions with like and unlike denominators. You explicitly told students their learning goal for the day, "Today, we are going to compare and order fractions that are greater than one." Explicitly stating the learning target guides teachers on what they are to teach and students on what they are to learn. Your instruction began with the basics of comparing models of fractions (i.e. $\frac{3}{5}$ and $\frac{4}{5}$ which is greater?). You built on students' prior understanding and stated, "Now we have unlike |

denominators. Our pieces are not the same size. So if I have a bigger denominator, what does that mean?" A student answered, "Each piece is smaller." You used a visual model to illustrate the example $\frac{3}{4}$ versus $\frac{3}{10}$ where students were able to note that $\frac{3}{4}$ was greater than $\frac{3}{10}$. As your lesson progressed, you showed visual examples of fractions and guided students through the process of comparing the fractions by making equivalent fractions. You gave students a practice problem to try on their own. As students worked, you walked around the room monitoring student answers. This allowed you to provide just-in-time feedback to students (i.e. drawing circles for their models, illustrating a mixed fraction, etc). You then transitioned students into collaborative partners where they were instructed to complete an activity, "The Eating Contest" which required them to compare fractions. You clarified vocabulary (i.e. what does partitioned mean?) before sending students off. As students worked in collaborative partnerships, you pulled small groups where you gave instruction on simplifying fractions. It was noted that this was a lesson students missed when you were out for Math Vertical Team. This was an effective use of your class time as it allowed you to provide more individualized instruction in small groups while students worked with partners on showing their level of understanding over comparing fractions. I encourage you to share this strategy with your grade-level team as it may be beneficial for everyone to help stay close to the recommended pacing.

It has been observed during CLT that you model lessons and the use of math manipulatives for your grade level. This is beneficial for all teachers as it clarifies how to effectively use manipulatives as well as provides a deeper understanding of the AKS and the Achievement Level Descriptors.

4. Differentiated Instruction

Exemplary
/ L4

You differentiate your math instruction to benefit all students by making math more accessible, engaging, and meaningful. Your differentiation allows you to monitor students' progress, identify misconceptions, and provide appropriate interventions or extensions. During my observation today, you taught a lesson on simplifying fractions in small groups while the rest of the class worked with collaborative partners on comparing fractions. By differentiating the learning environment, you were able to pace your lesson and provide more individualized support based on student needs. You share with your team the ways you differentiate your instruction, activities, and small groups based on student needs. You provide your grade level team with differentiation options to use for ML students as well as students who may need additional instruction.

5. Assessment Strategies

Exemplary
/ L4

6. Assessment Uses

Exemplary
/ L4

You use assessment data to identify the strengths and needs of each student and provide instruction that is appropriate for their level of readiness. This is evident in your small group anecdotal notes where you indicate the proficiency level of students based on formative assessments and then provide additional support (remediation and extension) as needed. You use a variety of assessment data to inform your instructional decisions, such as what content to review, what skills to practice, what strategies to model, and what feedback to give. For example, prior to beginning your fractions unit, you reviewed fourth-grade skills on equivalent fractions to provide your students with the key foundational skills needed for them to be successful with the fifth-grade math standards. You use assessment data to set realistic and ambitious goals for learning and track student progress toward those goals. For example, you use iReady growth data to identify learning areas and help students create action plans to achieve those targets. During SST meetings, IEP meetings, and parent conferences, you share assessment data to communicate with students, families, school leaders, and district administrators about student learning and achievement. For example, you use assessment data to provide evidence of student growth, identify areas of improvement, celebrate successes, and advocate for resources and support.

7. Positive Learning Environment

Exemplary
/ L4

You have established classroom rules and expectations that are known and followed. You consistently respond to students in a positive manner. You have established a positive classroom culture where students feel safe, valued, and supported to take risks and learn from their mistakes. For example, you use strategies such as cooperative learning, positive feedback, and a growth mindset to foster a safe learning environment for your students. You and your teammate have collaborated to implement social-emotional learning during morning meetings and throughout the school day to foster a sense of belonging and community among students. As a teacher-leader, you welcome your colleagues in for observations of the routines, procedures, and expectations that you have established that make your classroom run seamlessly.

8. Academically Challenging Environment

Exemplary
/ L4

You continually create an academic learning environment where student productivity is an expectation and students are encouraged to learn at high levels. You design learning tasks that require students to apply their knowledge and skills in new and complex ways. For example, you engage students in authentic collaborative projects that address real-world issues and challenges such as the eating contest comparing fractions activity your students were working on today. You offer students a variety of learning resources, materials, and activities that stimulate their curiosity, creativity, and critical thinking. For example, you use technology, manipulatives, games, puzzles, and real-world problems to enhance your instruction and make learning more meaningful and relevant. You are a big proponent of putting math manipulatives in the hands of all of your students so that they are able to gain a solid understanding of the concrete prior to moving to more abstract thinking and learning.

9. Professionalism

Exemplary
/ L4

You continually engage in a high level of professional growth and application of skills. You contribute to the development of others and the well-being of the school and community. You are a member of the Math Vertical Team, Assessment Leadership Team, and are finish your specialist degree. You continually incorporate your learning into your classroom and guide others in similar implementation. You evaluate and identify areas of personal strengths and weaknesses related to professional skills and your impact on student learning and set goals for improvement. For example, earlier in the school year you noted how you were having a difficult time reaching all of your students because your normal practices did not seem to work. Through your reflection, you worked with your teammate to develop strategies to engage your students and create a sense of community where your students had a sense of ownership. You have a strong desire to ensure that you not only contribute to the growth of students within the building, but also the growth of students in our community.

10. Communication

Proficient
/ L3