



# **CLASS Keys<sup>SM</sup>**

## **Module 6: Informal Observations**

Spring 2010  
Teacher and Leader Quality  
Education Support and Improvement

*"We will lead the nation in improving student achievement."*

# Resources and Materials

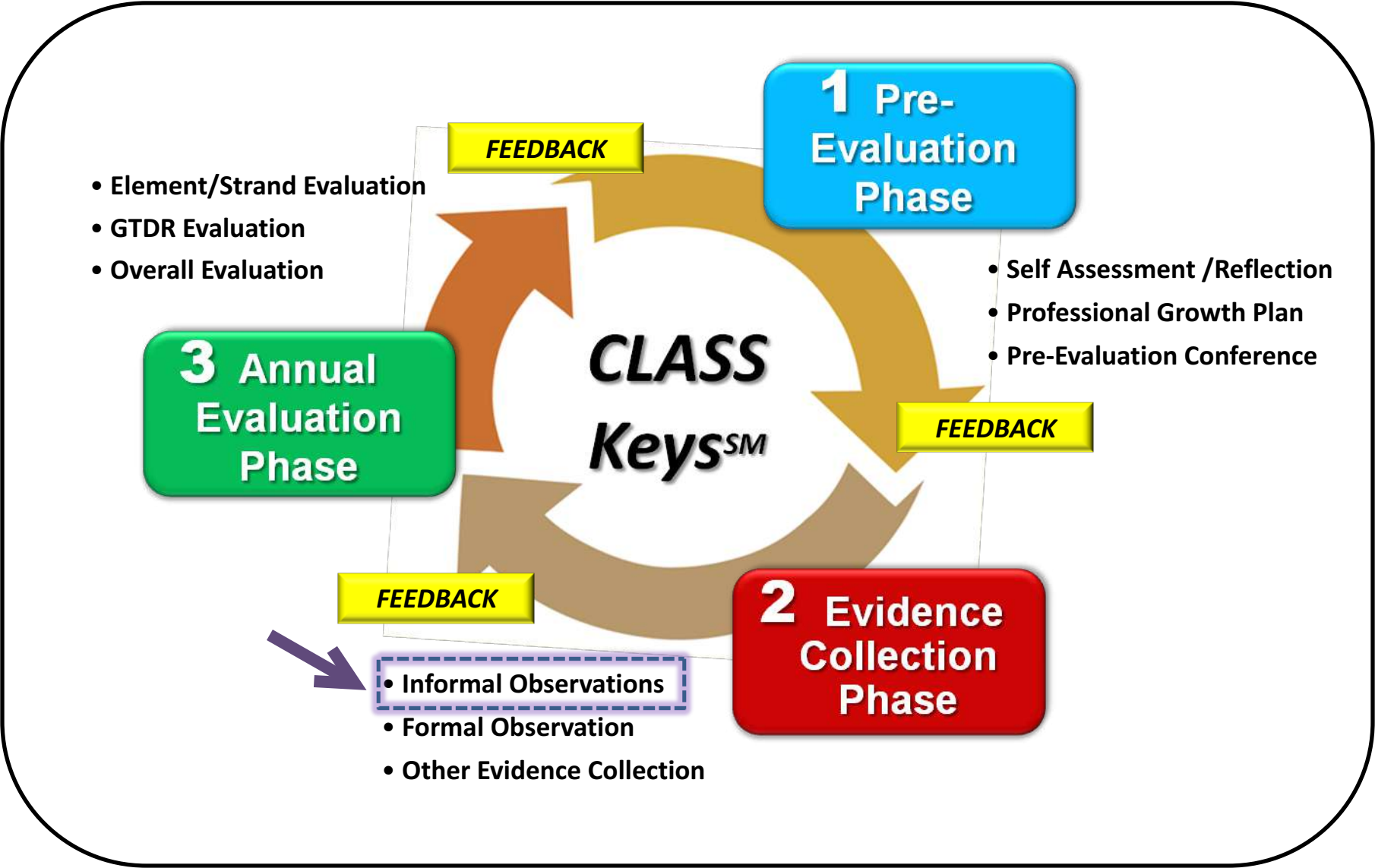
**Teachers will need the following resources and materials for this module:**

- **CLASS Keys<sup>SM</sup> Notebook**
- **Formative Analysis for CLASS Keys<sup>SM</sup> form**
- **Handout 6A: Video Scoring Practice**
- **Module 6 PowerPoint**

# Module Objectives

- **Introduces the guidelines and steps for informal observations.**
- **Provides an opportunity to observe a lesson segment and practice scoring an informal observation.**
- **Provides a format for discussing the scoring process and use of the CLASS Keys<sup>SM</sup> Continuum of Improvement rubrics.**

# Three Phases of the CLASS Keys<sup>SM</sup> Process



# Informal Observations

- Are unannounced.
- Are five to fifteen minutes in length.
- Focus on a limited number of elements.
- Assess elements using the Formative Analysis for CLASS Keys<sup>SM</sup> form.
- Provide specific, clarifying feedback to teachers using the language of the elements and standards.
- Occur at least twice during the year.

Formal <input type="checkbox"/> Informal <input type="checkbox"/>	Time In:	B M E O	Time Out:			
CLASS Keys <sup>SM</sup> Elements			NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.						
CP 1.2 Demonstrates clear understanding of the curriculum.						
CP 1.3 Plans interdisciplinary instruction with real-world connections.						
CP 2.1 Uses the required curriculum to plan instruction and assessment.						
CP 2.2 Uses an organizing framework to plan instruction.						
CP 2.3 Plans assessment to measure mastery of the curriculum.						
SBI 1.1 Demonstrates research-based practices for student engagement.						
SBI 1.2 Engages students in higher-order thinking skills.						
SBI 1.3 Uses appropriate differentiation.						
SBI 1.4 Uses flexible grouping based on assessment.						
SBI 1.5 Uses accessible technology to enhance learning.						
SBI 2.1 Demonstrates high expectations with students playing roles in learning.						
SBI 2.2 Clearly communicates the learning expectations.						
SBI 2.3 Provides effective feedback/commentary on student performances.						
AL 1.1 Uses diagnostic assessment strategies to inform planning.						
AL 1.2 Uses formative assessment strategies to adjust instruction.						
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.						
AL 2.1 Uses data to design appropriate, timely interventions.						
P 1.1 Maintains a positive learning environment through rules and procedures.						
P 1.2 Maximizes instructional time.						
P 1.3 Fosters a sense of community and belonging.						
P 1.4 Helps students take responsibility for behavior and learning.						

# Formative Analysis for CLASS Keys<sup>SM</sup>

Evidence may be collected during classroom observations, conferences, meetings, examination of artifacts, etc. Any element scored at the “Not Evident” level must be addressed through specific feedback on teacher performance. Specific feedback on any other level of performance is encouraged, but not required.

CLASS Keys <sup>SM</sup> Elements	Feedback

**Performance on the elements of the CLASS Keys<sup>SM</sup> is identified on a four-level continuum.**

**Not Evident**

**Emerging**

**Proficient**

**Exemplary**

**This continuum is not utilized to label teachers as Not Evident, Emerging, Proficient, or Exemplary.**

**The continuum is used to describe a teacher's PERFORMANCE on specific elements.**

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## Levels of Performance

### **NOT EVIDENT**

**The absence of evidence of behaviors required by the element or the presence of evidence of behaviors considered to be unacceptable for the element.**

**Not Evident**

**Emerging**

**Proficient**

**Exemplary**

## Levels of Performance

### **EMERGING**

**Evidence of preliminary understanding and demonstration of the element that may develop further with coaching and/or clearer expectations.**

**Not Evident**

**Emerging**

**Proficient**

**Exemplary**

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# Levels of Performance

## PROFICIENT

**Evidence that the teacher is meeting the expectations for this element.**

**Consistency of practice is a key consideration at this level.**

**PROFICIENT is the TARGET over time for all teachers with all elements.**

Not Evident

Emerging

Proficient

Exemplary

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## Levels of Performance

### EXEMPLARY

**Evidence that the teacher's performance exceeds the standard.**

- ✓ **Leadership among peers**
- ✓ **A model for others on this element**
- ✓ **Student involvement in the learning process**

**Not Evident**

**Emerging**

**Proficient**

**Exemplary**

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# Simulating an informal observation with a video clip



# **Review the Georgia Performance Standards**

**ELA6W2: The student demonstrates competence in a variety of genres.**

**The student produces writing that:**

- b. Establishes a statement as the main idea or topic sentence.**
  
- e. Develops the topic with supporting details.**

# Observing with the Formative Analysis for CLASS Keys<sup>SM</sup>

1. Review the selected elements that will be observed while watching the video clip.
2. View the classroom video clip.
3. Use the CLASS Keys<sup>SM</sup> Continuum of Improvement rubrics and Examples of Evidence to score the elements.
4. Reach consensus on the scoring of the selected elements.



# Video Scoring Practice: 6<sup>th</sup> ELA

ELEMENTS		NE	EM	PR	EX
CP 1.3	Plans interdisciplinary instruction with real-world connections. (page 10)				
SBI 1.1	Demonstrates research-based practices for student engagement. (page 24)				
SBI 1.2	Engages students in higher-order thinking skills. (page 27)				
SBI 2.2	Clearly communicates the learning expectations. (page 46)				



# Handout 6A: Video Scoring Practice

ELEMENTS		NE	EM	PR	EX
CP 1.3	Plans interdisciplinary instruction with real-world connections. (page 10)				
SBI 1.1	Demonstrates research-based practices for student engagement. (page 24)				
SBI 1.2	Engages students in higher-order thinking skills. (page 27)				
SBI 2.2	Clearly communicates the learning expectations. (page 46)				

# Formative Analysis for CLASS Keys<sup>SM</sup>

CLASS Keys <sup>SM</sup> Elements	Feedback
CP 1.3	<p><b>You effectively used science content knowledge as the foundation for expository writing. The students drew upon what they had learned in science class to supply supporting details on the three types of rocks. Students also made a connection between the types of rocks and a type of food (e.g., sedimentary rocks are like lasagna).</b></p>
SBI 1.1	<p><b>Effective questioning techniques require more wait time to mentally engage more students. You used multiple ways to demonstrate supporting details. You modeled how a paragraph is developed.</b></p>
SBI 1.2	<p><b>Many of the questions asked were lower order requiring simple recall of information. Asking “HOW” and “WHY” can encourage students to use higher-order thinking skills. Providing opportunities for students to elaborate on their answers will also encourage deeper thinking.</b></p>
SBI 2.2	<p><b>In the opening, the learning expectations were communicated with an essential question that used the language of the standards. Referencing the standard and elements during the lesson might have helped students more clearly see the connection between the activity and the GPS elements.</b></p>

**Reflecting on Your  
Experience as an  
EVALUATOR**

**In the CLASS Keys<sup>SM</sup> Evaluation Process, the collection of evidence for the elements can be viewed as “filling of buckets” over time.**



**Informal observations provide evaluators with opportunities to see evidence of elements over time. Informal observations provide teachers with a chance to consistently demonstrate elements over time.**