Formative Analysis for CLASS Keys™

Teacher: Ashley Blossom	School/District: The Intown Academy Charter
Grade/Content: 5th /Science	Evaluator: Lola C. Burse
Observation Date: April 24, 2012	Evaluator Signature:

Formal ⊠ Informal ☐	Time In: 10:05	B xM E O	Time Out: 10:30

CLASS Keys™ 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.	☐	⊠	☐	☐
P 2.1 Establishes relationships with families and the community.	☐	⊠	☐	☐
P 3.1 Grows professionally through job-embedded learning.	☐	⊠	☐	☐
P 3.2 Enhances knowledge and skills through professional learning.	☐	⊠	☐	☐
P 4.1 Actively supports the school improvement plan.	☐	☐	☐	☐

(NE = Not Evident   EM = Emerging   PR = Proficient   EX = Exemplary)

Teacher Signature: _____   Date: _____

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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™ Elements	Feedback
SBI 1.1 Demonstrates research-based practices for student engagement.	Students were working in small groups to answer questions about plants; several effective cues were given to keep students engaged
SBI 1.2 Engages students in higher-order thinking skills.	The science warm-up question was 'How do these trees survive surrounded by water?' to be answered by small groups-after questions were answered, students received small lenses, rulers, and potted plants for their experiment-and were asked 'how do we determine the length and width of the leaves?'
SBI 1.3 Uses appropriate differentiation.	Heterogeneous groups included students who are on the honor roll, those in the SST process, and those with IEPs
SBI 1.5 Uses accessible technology to enhance learning.	Science video was used to introduce the lesson, then steps 2 and 3 were displayed on the board; with the instructions however
SBI 2.1 Demonstrates high expectations with students playing roles in learning.	Students were told, 'you have from the time I count down from twenty to get your books and experiment sheets'
SBI 2.2 Clearly communicates the learning expectations.	Teacher explicitly referred to the questions to be answered, explained that the class could use the video still picture to discuss how trees survive while surrounded by water
SBI 2.3 Provides effective feedback/commentary on student performances.	Teacher was working with small groups and individual students-reminding them about time, told the group 'I think the answer could easily be a combination of what all three of you have said' as one group discussed the answer to the question
P 1.1 Maintains a positive learning environment through rules and procedures.	Heterogeneous grouping used, as well as individual student groups. Students were actively working, quietly writing their answers to the questions
P 1.2 Maximizes instructional time.	Lesson was paced appropriately, students were given time checks to keep them focused on answering the first set of questions; students were asked 'show me zero, one, or two with your fingers, how many more minutes each of your groups need-and they were given two additional minutes to complete the assignment
P 1.3 Fosters a sense of community and belonging.	This class works easily in independent groups-with several students self-correcting, and keeping themselves focused
P 1.4 Helps students take responsibility for behavior and learning.	Students clearly knew the expectations for behavior; rules posted, students reminded each other of the expectations.
P4.1	Not applicable