

Bozeman Public Schools, District No. 7
Summative Evaluation

Staff Member: Kim King
School: Emily Dickinson
Grade Level/Subjects: Fifth Grade

Date: 1/2/2014
Tenure Status: Non-Tenured 1st Year

Formal Observation:
12/16/2013

Informal Observation(s): Ongoing throughout the semester

Pre-Conference:

Post Conference:

Observation Focus:

The focus of the lesson was an introduction to inference. The lesson allowed for observation of best teaching practices of Montana ELA Standards and classroom management.

Observation Summary:

This lesson was an introduction to a ten day unit about inference. The lesson began with an investigation in which students had to use inference skills to determine what crime had taken place from the clues provided by the teacher. The design of the activity was excellent. Clues to a "cereal killing" were created, and students were required to infer what the clues could mean. To complete the task students were required to determine what crime was committed.

Students were put into groups and required to remove one clue from the bag and discuss it for five minutes. What did the clue could mean? A timer was set. Once the timer rang students would take out the next clue. One alteration to consider would be to make the time shorter as more clues were drawn from the bag. The more clues the students drew, the faster they were able to discuss and infer the details of the crime. Mrs. King walked around the room and worked with each group to make sure they were understanding the activity and engaged in the learning.

Students were actively involved in the activity; the activity taught them about inference and schema in an engaging and relevant way. The activity took 50 minutes to complete. At the end of the reading period, an exit slip requiring student to share their ideas about inferring was given. Students were also asked to provide feedback on the challenges of the lesson and any questions they may have. The use of the exit slip was excellent.

Summative Statement (Strengths, Areas of Growth, Suggestions):

The introduction to inference was well designed and implemented. The students were actively engaged in the lesson and your reinforcement of the concept as they were working was well done. The students had a clear idea of what inference is by the end of this activity, and the design of the rest of the unit will only reinforce the concept in a number of innovative approaches. My only suggestion, as listed above, would be to make adjustments to timing as needed. As the time became a little long, some of the students lost focus and began engaging in side conversations.

Your creativity and initiative have been an excellent addition to Emily Dickinson. I am pleased with the technology innovation to which you are exposing the students. The creation of blogs, podcasts and the Emily Dickinson news program are pushing our fifth grade students to learn in new and relevant ways. Thank you for your hard work. We are lucky to have you as a member of our team.



Evaluator/Title



Date

Teacher

Date