**Mock Feedback for Calibration**

**Video #1: 9th grade Reading**

Lesson Date: 12/2/13 Feedback Date: 12/10/13

*Positive Reinforcement:*

1. Throughout the lesson a positive rapport between and among you and the students was evidenced not only during the small group discussions, but when the conversations were brought back to the whole group (active listening, turn-taking, respectful engagement in the discussions). Whether done spontaneously or when you initiated, students snapped to show their encouragement and acknowledgement of each other’s efforts (2a).
2. The pacing was appropriate and you demonstrated shared high expectations and recognition of effort for all.
3. It was apparent that you have established a clear set of expectations in your classroom that help to create an environment in which students can thrive (2b, 2d).

*Constructive Feedback:*

1. Assessment of student learning is an integral part of instruction. Strategies that elicit students to present their understanding during instruction allow teachers to better gauge student understanding. Formative assessment should produce an accurate representation of your all students’ learning. Though formative assessment is not instruction it needs to be planned in the same fashion and can be represented with strategies beyond questioning. The impact on gauging student understanding was quick and thorough when you asked students to hold up their hands and indicate the number of members in the family from the Lottery. There are many other formative assessment strategies that would work well with your community of learners. Please let me know if you have any questions.

**Video#2: 7th grade math**

Lesson Date: 2/3/14 Feedback Date: 2/4/14

*Positive Reinforcement:*

1. It was apparent that you have set some guidelines for student behavior in your classroom and that your students are aware of those expectations. Students were generally well behaved and respectful of one another.
2. Many students volunteered to write their work up on the board, but they were all boys.
3. The students seemed accustomed to starting the class with a do-now and were able to settle in and transition into the classroom rather quickly. I think you could have utilized this more in your class and would like to see a better use of the Do Now next time I observe.

*Constructive Feedback:*

1. The learning task of having individual students go to the board to work out the problems left a majority of the students only minimally engaged with that portion of the lesson. Your whole-group explanation of what the students did to solve the problem again left students merely compliant and passive with little opportunity for them to explain their own thinking. Each student in that classroom could have been actively learning during that time if they had to work with a partner or in a small group to explain how they solved the Do Now problems and how they checked their answers. You could have circulated to monitor their discussions, address confusions, and used that formative assessment to inform the rest of the lesson. Rather than preplanning which problems from the independent work you will discuss with the class, let the students’ understanding of the problems determine which ones should be discussed and reviewed as a whole group. If students are all able to do the problems then they are ready to move on to more challenging material. Lastly, many more boys than girls were called on and this strategy of having students work in small groups to explain their thinking and check their answers would allow for more equal air time. If you have any questions or would like further resources on active learning please let me know.