

## Inquiry Observation Record (C-6) Part 1

**DIRECTIONS:** Support providers gather evidence related to the focus question, selected CSTP, content standard(s), and embedded Induction Program Standard(s).

Participating Teacher:	David Cummings	Date:	3-15-16
Support Provider:	Jennifer Burns	Common Core or Content Standard(s):	11.8 Students analyze the economic boom and social transformation of post-World War II America. (11.8.1, 11.8.3, 11.8.4, 11.8.5, 11.8.6, 11.8.7, & 11.8.8.)
<b>Focus Question(s):</b> <i>How can I improve vocabulary retention through the use of technology, specifically Kahoot and Charades, to increase student achievement?</i>			
<b>What evidence could your support provider collect in relation to your focus question?</b> <i>Copies of the vocabulary activities.</i>			
Induction Program Standard(s) Focus: <b>5 Pedagogy &amp; 6 Universal Access</b> <i>(CSTP 5.1 &amp; 5.6)</i>		Time Observation Begins: <b>9:50</b> <span style="float: right;">Time Observation Ends: <b>10:50</b></span>	
<b>Observation Data:</b>			
<p><i>Period 3-US History</i></p> <p>As students walked in they were asked to sign up to bring items for the 1950's party. You quickly reviewed the agenda for the day then told the class to move into groups of four. The class quickly got into their groups, you explained that they would need one paper per group with everyone's name listed. Everyone was instructed to play each game twice, the instructions were on the board explaining how to sign in. The class was given 20 min. total to play this game. You assisted the groups that needed to download the app. The groups were given the list of terms to read out. When a student displayed the term the group read the definition and the student had to guess what the word was. Each student played the game two times per list of words.</p> <p>For the groups that were not having technical issues the Charades game was going really well. There were only two groups with tech issues but they eventually got started. You had the class pause so you could reiterate that you wanted the definitions of the terms read out before they started adding additional clarifying information to help their groupmates guess the term.</p> <p>You constantly moved around the room monitoring student learning and occasionally assisting in providing term examples as the students played. Most of the groups use the definitions on the sheets but they often added in additional information. This was a very fun engaging activity that allowed you to check for student understanding of the terms and provided reinforcement of the terms by allowing the students to hear the definitions and make connections to assist them in remembering the definitions. As each student played the game their scores were recorded enabling you to monitor learning. You gave a time warning and listed names on the board of students with the highest scores, I would suggest displaying the timer on the screen so students know how much time they have left.</p> <p>At the end of the activity students were asked to move their desks back and return to their seats. You then had three students come up to the front of the room. Jayvin went first he got a total of 6 correct. Joe went next he got 14 terms correct. Morgan went last and got 10. Johnny collected the scores for the charades game. You reviewed the 1950's party instructions. Marcus read out the bell ringer: What does it mean to conform? What are the benefits of conformity? You called on a student to read out the title of the notes. You reminded the class that they all needed to be writing a response. You gave the students 30 seconds to discuss their responses with a neighbor, pair share activity.</p> <p>You asked the students what the cold war unit was about and you asked them to connect the content from the unit to the second question. Kaylyn volunteered a response to the topic, Marcus was called on to respond as well. Troy was called on, he tried not to answer, and you used the no opt-out strategy and made him read out his response. You called on focus student Johnny to read out followed by Nadia and Morgan. A student asked about artists being seen as spies and how that applied to the 1950's, you referenced information you previously covered stating artists were often persecuted for their art such as the author of <i>The Crucible</i>. The notes were titled: The Affluent Society-Making America the Best Place to live. You had students volunteer their answers as to what the term Affluent meant. Focus student Emmanuel was called on.</p> <p>You had students analyze an image of Mc Donald's followed by an image of a family with two children. You called on students to read out each line of the notes on the slide. You explained that people that didn't conform were called communists or a spies, and how being labeled these things had a major impact on people's lives. Focus student Kevin read out some of the bullet points, Great job including the focus students as well as a large majority of the entire class as you had students share out the lines on the slides. You provided further explanation as you went through each slide. Emmanuel answered a question about the GI bill. For each slide and you called on at least 3-5 different students to read out or to answer questions. You asked the class to think about how there could be an affluent society with 30 million in poverty. You did a great job using no opt-out when Hanna couldn't answer, this led to a quick pair share and Hanna was still made to answer the question. You kept the students working until they completed the slide, then they left for lunch. Your lesson was extremely engaging, great job!</p>			
<b>21<sup>st</sup> Century Learning</b> (Consider the following for post-observation discussion with the participating teacher)			
<input checked="" type="checkbox"/> <b>Communication</b> Students communicated in small groups, with partners and in whole class discussions throughout the lesson.		<input checked="" type="checkbox"/> <b>Creativity</b> Students demonstrated creativity in the clues they provided their group mates during the charades activity.	
<input checked="" type="checkbox"/> <b>Collaboration</b> Students collaborated in small groups for the Charades portion of the lesson. Students also completed multiple pair share activities with partners.		<input checked="" type="checkbox"/> <b>Critical Thinking</b> Students demonstrated critical thinking when responding to the bell ringer topics, connecting the ideas to the historical time period of the 1950's.	
The Induction Program Standards (Pedagogy, Universal Access: Equity for All Students, Universal Access: Teaching English Learners, and Universal Access: Teaching Special Populations) are embedded with observations of the California Standards for the Teaching Profession (CSTP).			

## Inquiry Observation Record (C-6) Part 2

**DIRECTIONS:** Support providers gather information related to focus student participation, behavior, and differentiation of instruction.

### Focus Student 1 - English Learner

#### Kevin

**Student participation:** Kevin participated in the group activity and responded when called on to read information from the slides. Kevin's group worked really well together.

**Behavior:** Kevin was on task and completed each assignment.

**Differentiation:** Preferential seating, extra time on assignments, works well with small groups. This student is motivated by engaging activities such as the charades activity used in class today. Information/instructions displayed visually, information/instructions communicated verbally and repeated multiple times. Teacher assisted the student throughout the lesson.

### Focus Student 2 - Special Populations

#### Johnny

**Student participation:** Johnny was working well with his group. Johnny's group was having technical issues but they were focused on getting started. Once Johnny's group started they did really well, he constantly provided ideas to help his group mates identify the terms.

**Behavior:** Johnny was actively involved in the group assignment and stayed focused throughout the period.

**Differentiation:** Student is allowed extra time on assignments and tests. Information/instructions displayed visually, information/instructions communicated verbally and repeated multiple times. You assisted Johnny multiple times.

### Focus Student 3 - Choice

#### Emmanuel

**Student participation:** Emmanuel did not get started right away but participated in the Charades activity eventually. Emmanuel was easily distracted and only occasionally provided additional information to his group mates. Emmanuel shared out answers when called on and volunteered responses during class discussions.

**Behavior:** Emmanuel had to be told to sit down at the start of class. Emmanuel had to be reminded to write something down during the bell ringer assignment. He completed the work with prompting from the teacher.

**Differentiation:** This student has been seated next to the teacher and the groups he works with are selected to keep him focused and on task. Information/instructions displayed visually, information/instructions communicated verbally and repeated multiple times.