

CEEIJ Format

- **CLAIM** – generalization about the teacher’s performance based on a particular performance standard

Claim: *Based on my observations, Ms. Z uses* the physical arrangement of classroom space and resources to facilitate student learning, and promote a safe learning environment (**II.B.I**). She organizes her classroom to accommodate students and reflect the particular lesson. Ms. Z uses varying rituals and routines to create and maintain a safe and collaborative learning environment that motivates students to take academic risks and challenges.

- **EVIDENCE**
 - Teacher’s words
 - Students’ words
 - Students’ responses to evaluator’s questions
 - Teacher’s uploaded artifacts
 - Description of classroom activity
 - Description of student work

Evidence #1: *For example*, during a classroom observation on 1/27, Ms. Z invited Ms. X, from the Classics Department, to her class to demonstrate how wool was spun during the Industrial Revolution, at which time the classroom had been organized in three horizontal rows on each side to properly showcase the authentic spinning wheel in the center of the classroom. When I asked one student why he volunteered to spin wool, he said, “I just felt comfortable. I usually don’t do this stuff in other classes, but in here I feel comfortable and like I’m part of the class.” A different student volunteer, she responded, “I like when all eyes are on me. The way the class is set up today...how it’s so open, everyone can see what I’m doing and give me feedback. I like that...it’s fun too.” With this classroom formation, students were easily able to see the demonstration, participate in a partner share, and spin the wheel themselves.

Evidence #2: *During a classroom observation conducted on 3/5*, I walked in Ms. Z’s class to find the desks neatly organized in small circular groups of five students. This arrangement facilitated the ‘Silent Discussion’ activity in which students were tasked with silently responding in writing to each other’s written responses based on different texts and evidence.

CEEIJ Format (cont.)

- **INTERPRETATION-** (*always* reference student learning)
 - What is your observed effect on student learning?
 - *As a result, students ...*
 - *Because of this, students ...*
 - *In this way, students ...*
 - *Thus, students ...*

Interpretation: *As a result, students* are able to discern the type of lesson activity, and expectations based on the classroom arrangement. Such differentiation of classroom space allows students to safely participate in physical activities, and collaborate with minimal disruptions. Ms. Z has succeeded in using the physical classroom environment and space to promote student learning, and resource accessibility.

Also, for every different classroom formation that I have observed in Ms. Z's class (approximately 5), students respond to each arrangement differently, but based on the rituals and expectations that Ms. Z has previously established. In other words, when students enter the classroom, they know what is expected based on how the classroom environment is organized, and are able to meet those expectations safely.

- **JUDGMENT** (your professional assessment of teacher's performance based on the performance standards)
 - Can be embedded in claim through use of adjectives and adverbs
 - Can be included in interpretation
 - Best worded in language of performance standards

Judgment: *Based on the evidence provided to support my claim*, Ms. Z is ***proficient*** in using rituals and routines to create and maintain a safe physical and intellectual learning environment for her students (**II.B.I**). I will add that the way in which she does so is quite creative, and demonstrates a significant amount of planning and attention to detail on her part. Although Ms. Z has established set routines with every classroom formation and students know what to expect, I have observed students expressing excitement as they walk into Ms. Z's classroom each day. Her classroom environment provides a sense of structured spontaneity for the students, which contributes to their learning experience.

As a next step, I encourage Ms. Z to work towards exemplary practice in this area by sharing and modeling how she consistently creates a safe learning environment for her students. This can be done during department meetings, via a descriptive email w/ photo attachment, by video-taping her classroom lesson, and/or by signing up for "Open Classroom" to invite her colleagues in during their planning periods.

CEEIJ FORMAT: EXAMPLE #2

Claim: *Based on my observations*, Mr. X provides opportunities for students to work collaboratively and teaches some group and communication skills **(II.B.2)**, but does not facilitate and promote diverse grouping, especially with regard to equitable distribution of gender and academic need. On different occasions, I have observed Mr. X allowing students to choose whom they would like to work with.

Evidence #1: *For example*, on 10/15, prior to sending students into small groups to discuss *Native Son*, Mr. X reminded them to follow the discussion protocol: 1. Take turns asking each other questions 2. Listen and take notes based on each person's response to the question 3. Ask clarifying and follow-up questions 4. Respectfully push back. Each one of these points was written on the board, and Mr. X called on students to explain what he meant by each protocol. Following the reminder, I noticed that students grouped based on who was sitting closest to them. Mr. X did not provide instructions on how groups should be formed. This resulted in five groups; one consisted of five males only, two had four females only, one had three males and one female, and the last group had two males and two females. When I asked students how groups are typically chosen, they explained that Mr. X never assigns groups and they work with the same students, whom they know well.

Evidence #2: *During my observations* on 10/31 and 11/2 (two different periods), students were allowed to choose their groups during a flashcard quiz review activity. Mr. X instructed to take turns asking each other questions so that each person had an opportunity to both ask and answer questions.

Students formed the following groups: three groups of all females, one group of all males, and two groups with two males and two females. Within the groups, students displayed different behaviors and varying degrees of need based on the topic presented on the flashcard. **For example**, in the mixed gender group, one student asked all of the questions on the card, while the other students answered the entire time. In one group of all females, one student did not answer any questions during the course of my 7 minutes with that group. In the other group with all females, the students skipped certain questions. When I asked them why they skipped those specific cards, they said, "Because we don't know how to answer them. We don't remember those topics so we will have to study them tonight." Another group was actively writing notes based on the topic and information presented on the flashcard. When I asked why they were taking notes, one of the students responded, "It will give me a good idea of what information to study."

CEEIJ FORMAT: EXAMPLE #2 (cont.)

Interpretation: Because Mr. X does not employ strategic grouping practices, **students** miss opportunities to work with other students who may have a different perspective and/or understanding of the material, and who may be able to assist struggling students. **Students** routinely choose their own groups, which are not always equitable in terms of gender, perspective, and academic standing. The work in groups is not structured and uniform across groups.

Judgment: *Based on the evidence provided to support my claim*, Mr.X **needs improvement** in developing students' group and communication skills and providing opportunities for students to learn in groups with **diverse** peers **(II-B-II)**. I commend Mr. X for providing numerous opportunities for students to work collaboratively, however how students work together and how they are grouped needs improvement in order for him to be proficient in this area.

I encourage Mr. X to work towards proficient practice by using student data and the nature of the lesson to dictate grouping patterns. Depending on the lesson objective and activity, Mr. X can employ different grouping methods throughout the course of the year; random grouping, mixed level grouping, same level grouping, based on interest, based on different interest, and self-selected. **As a next step, I recommend** that Mr. X try different grouping styles, and maintain a record of how he groups, the rationale, and the outcome, for each activity to help him make modifications as he develops in this practice. I am happy to schedule a meeting for Mr. X and I to strategize and plan groups together for him to implement in his next lesson.

Secondly, for Mr. X to work towards proficient practice in this area, he will need to deepen his group protocols so that students fully understand what is expected during group work, and are accountable. Mr. X can do so by actually demonstrating what these group protocols look, sound, and feel like in action—and what he expects to hear and see during group work. **As a next step, I recommend** Mr. X identify a group of students to model these expectations for the class, or he and a student can model this for the rest of the class. I would be happy to come in and model this with Mr. X in a mock discussion as well. This will help students develop their communication and group skills, and provide for uniformity across groups in terms of expectations. Monitor students and sit in briefly with each group. Give praise when expectations are met, and provide reminders when necessary.