

# Formal Observation Report for Amie Kellon

Observation Type: Formal

Evaluator: Robert Kucharczuk

District: Wyomissing Area SD PAETEP Portal

Building: Wyomissing Hills Elementary Center

Key Dates:

Pre-Observation Conference: Not Scheduled

Classroom Observation: Not Scheduled

Post-Observation Conference: Not Scheduled

Authenticated (Teacher): Not yet authenticated

Authenticated (Supervisor): Not yet authenticated

## Observation Summary

### Strengths of the Teacher's Practice

- Environment of Respect(2a)
- Communicating with Students(3a)

**No comments reported.**

### Areas for Growth in the Teacher's Practice

- Content Knowledge (1a)
- Questioning Techniques (3b)

**No comments reported.**

### Next Steps

**No comments reported.**

## Detailed Observation Evidence

## Domain 1 Planning and Preparation

### 1a. Demonstrating Knowledge of Content and Pedagogy

 Proficient (Evaluator)

 Proficient (Teacher)

#### Rubric Rating Evidence

##### **Amie Kellon, 12/16/2020 , Comments:**

Received an emergency certificate to teach for Wyomissing as the library media specialist. I have researched and self-taught quickly to be able to adapt to this position. If it is to become a long term opportunity I will complete graduate courses in library science to ensure that my content knowledge on the subject is accurate for teaching students.

##### **Robert Kucharczuk, 1/8/2021 , Comments:**

Continue to focus on student prior knowledge and prerequisite learning connected to the standards and new content being presented in the designed lesson. The lesson supports students gaining knowledge related to awards given to literature and what the award represents which will allow opportunities to connect the current lesson to future instruction.

#### Pre-observation Questionnaire Evidence

##### **Amie Kellon, 12/2/2020 , Comments:**

CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.


CC.1.R.L.7 Integrations of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.

CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

##### **Robert Kucharczuk, 1/8/2021 , Comments:**

Continue to focus on student prior knowledge and prerequisite learning connected to the standards and new content being presented in the designed lesson. The lesson supports students gaining knowledge related to awards given to literature and what the award represents which will allow opportunities to connect the current lesson to future instruction.

### 1b. Demonstrating Knowledge of Students

 Proficient (Evaluator)

 Proficient (Teacher)

#### Rubric Rating Evidence

**Amie Kellon, 12/16/2020 , Comments:**

I carefully read through all IEP's, Health Plans, and any individualized student information that is given to me. I make sure to adjust and adapt the lessons to meet the needs of all the children in the classroom.

#### Pre-observation Questionnaire Evidence

**Amie Kellon, 12/2/2020 , Comments:**

Medal drawing will have a traceable option or a draw it yourself

Puzzle illustrations can be as simple as blue for the sea or the sky as long as each student is making a connection to Hello Lighthouse.

### 1c. Selecting Instructional Outcomes

 Proficient (Evaluator)

 Proficient (Teacher)

#### Rubric Rating Evidence


**No comments reported.**

#### Pre-observation Questionnaire Evidence

**Amie Kellon, 12/2/2020 , Comments:**

Students will be able to identify books that have been awarded the Caldecott medal by learning to recognize the Caldecott medal sticker on the front cover of books.

### 1d. Demonstrating Knowledge of Resources

 Proficient (Evaluator)

 Proficient (Teacher)

#### Rubric Rating Evidence

**Robert Kucharczuk, 1/8/2021 , Comments:**

Appropriate resources are utilized for this lesson along with adaptations made to support student learning (video re aloud) in different ways.

#### Pre-observation Questionnaire Evidence

**Amie Kellon, 12/2/2020 , Comments:**

The following resources will be used:

Teacher laptop and projection to display the following Caldecott content:

- Caldecott Overview Edpuzzle
- Caldecott Medal -World Book Online
- Caldecott Book Trailers- Teaching Books Website

Read aloud book or video *Hello Lighthouse*

Caldecott medal coloring page

Blank puzzle coloring sheet on card stock paper


Crayons

Scissors

**Robert Kucharczuk, 1/8/2021 , Comments:**

Appropriate resources are being utilized for this lesson along with adaptations made to support student learning (video re aloud) in different ways.

**1e. Designing Coherent Instruction**

 Proficient (Evaluator)

 Proficient (Teacher)

## Rubric Rating Evidence

**Robert Kucharczuk, 1/8/2021 , Comments:**

The lesson provides opportunities for review of prior content and introduction of new content, opportunities for development through class discussion and independent learning activities, and culmination/summarization through class discussion and presentation of Caldecott winning books.

## Pre-observation Questionnaire Evidence


**Amie Kellon, 12/2/2020 , Comments:**

- Review book parts and characters
- Introduce Caldecott Medal-Edpuzzle
- Word Book Online—show Caldecott medal and Caldecott illustrations
- Caldecott medal coloring C5GK1-2
- Watch read aloud *Hello Lighthouse*
- Puzzle Illustrator drawing C5GK1
- Caldecott Book Trailers

**Robert Kucharczuk, 1/8/2021 , Comments:**

The lesson provides opportunities for review of prior content and introduction of new content, opportunities for development through class discussion and independent learning activities, and culmination/summarization through class discussion and presentation of Caldecott winning books.

**1f. Designing Student Assessments**

 Proficient (Evaluator)

 Proficient (Teacher)

Rubric Rating Evidence

**No comments reported.**

Pre-observation Questionnaire Evidence

**Amie Kellon, 12/2/2020 , Comments:**

Walk around the room to check on medal colorings--watch for understanding of Caldecott = Man on Horse

Walk around the room to check on Illustrator puzzles--check for understanding of Caldecott goes to Illustrator for PICTURES

**Domain 2 The Classroom Environment****2a. Creating a Climate of Respect and Rapport**

 Distinguished (Evaluator)

 Distinguished (Teacher)

Rubric Rating Evidence

**Robert Kucharczuk, 1/8/2021 , Comments:**

Interactions between the teacher and students were very positive, supportive and encouraging. Students were very respectful to one another and the teacher which in turn, created a very positive learning environment for all. The positive tone was set from the very beginning of the lesson by the teacher and exemplified the entire class throughout the lesson.

Classroom Observation Evidence

**Robert Kucharczuk, 12/16/2020 , Comments:**

1:27:23 PM - The teacher greets the class and begins to review the past lesson and preview the lesson for the day as student focus in on the teacher

1:39:33 PM - The teacher provides praise to a student for providing their detailed answer, "that is a really good answer and great thinking"!

1:40:23 PM - Students are being respectful to one another and listening as students answer questions posed by the teacher

1:41:35 PM - The teacher provides positive feedback to students as they respond

1:43:31 PM - Students begin to design their own medal. The students are engaged in the activity and work quietly as the teacher moves around the room and checks student progress while prompting as needed and providing praises and encouragement

1:44:04 PM - The teacher provides students with encouragement and praise as they work

1:45:04 PM - The teacher works closely with students who are having trouble getting started and provides suggestion and motivation

1:51:57 PM - Students are quiet and respectful as they listen to the read aloud

1:55:41 PM - The teacher asks questions related to the book as students participate and answer. Students are respectfully listening to their classmates

2:01:43 PM - The teacher provides praise to the students as they work

## 2b. Creating a Culture for Learning

 Proficient (Evaluator)

 Distinguished (Teacher)

### Rubric Rating Evidence

**No comments reported.**

### Classroom Observation Evidence

**Robert Kucharczuk, 12/16/2020 , Comments:**

1:39:33 PM - The teacher provides praise to a student for providing their detailed answer, "that is a really good answer and great thinking"!


1:41:35 PM - The teacher provides positive feedback to students as they respond

1:43:31 PM - Students begin to design their own medal. The students are engaged in the activity and work quietly as the teacher moves around the room and checks student progress while prompting as needed and providing praises and encouragement

1:44:04 PM - The teacher provides students with encouragement and praise as they work

1:45:04 PM - The teacher works closely with students who are having trouble getting started and provides suggestion and motivation

## 2c. Managing Classroom Procedures

 Proficient (Evaluator)

 Proficient (Teacher)

#### Rubric Rating Evidence

##### **Robert Kucharczuk, 1/8/2021 , Comments:**

Little instructional time is lost when transitioning between learning activities and expectations are set and referenced verbally and in written form to assist in promoting appropriate classroom procedures.

#### Classroom Observation Evidence


##### **Robert Kucharczuk, 12/16/2020 , Comments:**

1:25:11 PM - Expectations are posted on the teaching cart for student reference

1:48:14 PM - The teacher provides a preview for what will follow the read aloud as the students listen and focus on the teacher. The teacher provides expectations during the read aloud

2:08:03 PM - The teacher gives a 5 min. warning

## 2d. Managing Student Behavior

 Proficient (Evaluator)

 Distinguished (Teacher)

#### Rubric Rating Evidence

**No comments reported.**

#### Classroom Observation Evidence


##### **Robert Kucharczuk, 12/16/2020 , Comments:**

1:25:11 PM - Expectations are posted on the teaching cart for student reference

1:42:46 PM - The teacher provides instructions for the upcoming learning activity, 'create you own medal'. Students listen quietly, the worksheet provides an example of a medal and a blank medal to be designed by the students

1:54:34 PM - The teacher allows students to continue their medal drawing during the read aloud, students who continue are quietly working while listening to the read aloud

## 2e. Organizing the Physical Space

 Proficient (Evaluator)

 Distinguished (Teacher)

### Rubric Rating Evidence

#### **Robert Kucharczuk, 1/8/2021 , Comments:**

The physical space is utilized in a way that adheres to school and district guidelines/protocols. Technology is utilized in a variety of ways to present material and support the designed learning activities.

### Classroom Observation Evidence

#### **Robert Kucharczuk, 12/16/2020 , Comments:**


1:35:55 PM - The teacher presents a video providing background information related to the Caldecott medal. One student asks the teacher to turn out the light so that she can see better and the teacher responds and praises the student for a great suggestion

1:37:57 PM - The teacher projects a large version of the Caldecott Medal for students to analyze. The class discusses the parts of the medal as the teacher points out the details

1:49:24 PM - The teacher projects the read aloud. The video projection is used to allow the students to have a better view of the illustrations. The teacher monitors the class as they view the read aloud

## *Domain 3 Instruction*

### 3a. Communicating with Students

 Proficient (Evaluator)

 Distinguished (Teacher)

### Rubric Rating Evidence

#### **Robert Kucharczuk, 1/8/2021 , Comments:**

Information and directions for learning activities are presented/communicated to students in a clear and concise way. Students required little clarification when instructions were given resulting in a minimal loss of instructional time.

### Classroom Observation Evidence

#### **Robert Kucharczuk, 12/16/2020 , Comments:**

1:25:11 PM - Expectations are posted on the teaching cart for student reference

1:27:23 PM - The teacher greets the class and begins to review the past lesson and preview the lesson for the day as student focus in on the teacher

1:32:42 PM - The teacher reviews the Caldecott medal as she shows a book example to the students to view

1:39:33 PM - The teacher provides praise to a student for providing their detailed answer, "that is a really good answer and great thinking"!



1:40:58 PM - The teacher projects artwork by Caldecott to show why certain details of the medal were chosen

1:41:35 PM - The teacher provides positive feedback to students as they respond

1:42:46 PM - The teacher provides instructions for the upcoming learning activity, 'create you own medal'. Students listen quietly, the worksheet provides an example of a medal and a blank medal to be designed by the students

1:43:31 PM - Students begin to design their own medal. The students are engaged in the activity and work quietly as the teacher moves around the room and checks student progress while prompting as needed and providing praises and encouragement

1:44:04 PM - The teacher provides students with encouragement and praise as they work

1:46:48 PM - The teacher previews the book by having the students analyze the cover of the book

1:48:14 PM - The teacher provides a preview for what will follow the read aloud as the students listen and focus on the teacher. The teacher provides expectations during the read aloud

1:59:41 PM - The teacher provides instructions for the next learning activity. Students listen to the instructions and focus on the teacher. The teacher provides details and explains that students will be the illustrator and create an illustration puzzle.


2:00:24 PM - The teacher prompts students to add color to all of the pieces and provides some examples related to the book to provide inspiration and examples

2:01:43 PM - The teacher provides praise to the students as they work

2:08:45 PM - The teacher presents other books/illustrators that won the Caldecott Medal as the students listen in

2:11:45 PM - The teacher previews the next lesson prior to showing the book trailer as students listen and focus on the teacher

### 3b. Using Questioning and Discussion Techniques

 Proficient (Evaluator)

 Proficient (Teacher)

#### Rubric Rating Evidence

**No comments reported.**

#### Classroom Observation Evidence

**Robert Kucharczuk, 12/16/2020 , Comments:**


1:28:07 PM - The teacher poses questions based on the last lesson as student participate in the review and answer the teacher questions

1:28:46 PM - The class reviews characters, the students are focused on the teacher as she poses questions

1:29:00 PM - The class continues to preview todays lesson (book medals) and engage in a class discussion

- 1:30:24 PM - The teacher asks, "what does it mean to win a medal"? Students participate in answering and giving examples related to receiving awards
- 1:30:48 PM - The students are focused on the teacher and engaged in the classroom discussion related to book medals
- 1:31:46 PM - Students discuss what they see on the actual book that received a medal. The teacher walks around the class to ensure all students see the book and the medal decal
- 1:32:07 PM - The teacher asks the students if they know what the medal means as students respond
- 1:34:41 PM - The teacher engages the class in a discussion about the Caldecott medal and provides background for why illustrators receive this specific medal.
- 1:34:59 PM - Students are engaged in the discussion and focused on the teacher
- 1:37:57 PM - The teacher projects a large version of the Caldecott Medal for students to analyze. The class discusses the parts of the medal as the teacher points out the details
- 1:38:51 PM - The teacher allows the class to comment on the medal while also prompting questions related to the medal as students participate.
- 1:40:23 PM - Students are being respectful to one another and listening as students answer questions posed by the teacher
- 1:40:58 PM - The teacher projects artwork by Caldecott to show why certain details of the medal were chosen
- 1:45:34 PM - As the students work the teacher poses questions related to the Caldecott Medal as students participate in answering
- 1:46:24 PM - What are we going to pay attention to when we do the read aloud"? S-"the pictures". T-"Yes, remember the medal tells us they won the award for the pictures"
- 1:46:48 PM - The teacher previews the book by having the students analyze the cover of the book
- 1:55:41 PM - The teacher asks questions related to the book as students participate and answer. Students are respectfully listening to their classmates
- 1:56:32 PM - The teacher presents specific illustrations from the book and discuss the details of the illustrations
- 1:57:35 PM - Students discuss the illustrations as the teacher presents the illustrations to the class
- 2:05:01 PM - The teacher asks review questions as she checks on student progress, students participate as they work
- 2:06:17 PM - Students are engaged in the activity and the discussion related to illustrations and the Caldecott Medal
- 2:08:45 PM - The teacher presents other books/illustrators that won the Caldecott Medal as the students listen in

### 3c.Engaging Students in Learning

 Proficient (Evaluator)

## Distinguished (Teacher)

### Rubric Rating Evidence

#### **Robert Kucharczuk, 1/8/2021 , Comments:**

The lesson was well paced and supported student learning in a variety of ways. Students were engaged in the class discussions and able to freely participate throughout as well as focused and engaged with independent learning activities presented by the teacher.

### Classroom Observation Evidence

#### **Robert Kucharczuk, 12/16/2020 , Comments:**

1:30:24 PM - The teacher asks, "what does it mean to win a medal"? Students participate in answering and giving examples related to receiving awards

1:31:46 PM - Students discuss what they see on the actual book that received a medal. The teacher walks around the class to ensure all students see the book and the medal decal

1:32:42 PM - The teacher reviews the Caldecott medal as she shows a book example to the students to view

1:35:55 PM - The teacher presents a video providing background information related to the Caldecott medal. One student asks the teacher to turn out the light so that she can see better and the teacher responds and praises the student for a great suggestion

1:36:13 PM - Students are focused on the projected video

1:43:31 PM - Students begin to design their own medal. The students are engaged in the activity and work quietly as the teacher moves around the room and checks student progress while prompting as needed and providing praises and encouragement

1:45:34 PM - As the students work the teacher poses questions related to the Caldecott Medal as students participate in answering

1:46:48 PM - The teacher previews the book by having the students analyze the cover of the book

1:49:50 PM - Students are focused on the read aloud

2:01:19 PM - Students begin to work on the illustration activity and are engaged in the illustration as the teacher walks around the room checking on student progress

2:05:01 PM - The teacher asks review questions as she checks on student progress, students participate as they work

2:06:17 PM - Students are engaged in the activity and the discussion related to illustrations and the Caldecott Medal

2:09:16 PM - A short video is presented showing Caldecott winning books

2:10:57 PM - The teacher presents book trailers for Caldecott winners as the students focus on the video while continuing to work on their illustrations

## 3d. Assessing Student Learning

■ Proficient (Evaluator)

■ Proficient (Teacher)

#### Rubric Rating Evidence

**No comments reported.**

#### Classroom Observation Evidence

**Robert Kucharczuk, 12/16/2020 , Comments:**

1:43:31 PM - Students begin to design their own medal. The students are engaged in the activity and work quietly as the teacher moves around the room and checks student progress while prompting as needed and providing praises and encouragement

1:43:52 PM - The teacher prompts students and provides suggestions as she checks on individual student progress

2:01:19 PM - Students begin to work on the illustration activity and are engaged in the illustration as the teacher walks around the room checking on student progress

2:05:01 PM - The teacher asks review questions as she checks on student progress, students participate as they work

### 3e. Demonstrating Flexibility and Responsiveness

■ Proficient (Evaluator)

■ Proficient (Teacher)

#### Rubric Rating Evidence

**Robert Kucharczuk, 1/8/2021 , Comments:**

Throughout the lesson, students had opportunities to ask questions and gain teacher feedback related to the learning activities taking place. The teacher worked individually with students to support individual needs.

#### Classroom Observation Evidence

**Robert Kucharczuk, 12/16/2020 , Comments:**

1:35:55 PM - The teacher presents a video providing background information related to the Caldecott medal. One student asks the teacher to turn out the light so that she can see better and the teacher responds and praises the student for a great suggestion

1:37:16 PM - The teacher notices a student has trouble seeing from where they are seated and allows a student to move closer to the screen so that she has a better view of the screen

1:43:31 PM - Students begin to design their own medal. The students are engaged in the activity and work quietly as the teacher moves around the room and checks student progress while prompting as needed and

providing praises and encouragement

1:43:52 PM - The teacher prompts students and provides suggestions as she checks on individual student progress

1:45:04 PM - The teacher works closely with students who are having trouble getting started and provides suggestion and motivation

1:49:24 PM - The teacher projects the read aloud. The video projection is used to allow the students to have a better view of the illustrations. The teacher monitors the class as they view the read aloud

## Domain 4 Professional Responsibilities

### 4a. Reflecting on Teaching

 Proficient (Evaluator)

 Proficient (Teacher)

#### Rubric Rating Evidence

##### **Robert Kucharczuk, 1/8/2021 , Comments:**

In reflecting on the lesson, you were able to make appropriate changes to better support your students and strengthen the overall lesson. As you design and deliver future lessons, continue to reflect on the process and outcomes to further support your learners.

#### Post-Observation Questionnaire Evidence

##### **Amie Kellon, 12/18/2020 , Comments:**


Initially I had far too much content and background information on the Caldecott, I reviewed the lesson and decided to take the most important concepts for the age group and to downsize the lesson to allow the children more time to process the information and to explore with hands on experiences.

I also adapted and changed the worksheets after reflecting on the students experiences, some children needed more guidance so I changed the worksheet to allow guidance for those students that needed more support.

##### **Robert Kucharczuk, 1/8/2021 , Comments:**

In reflecting on the lesson, you were able to make appropriate changes to better support your students and strengthen the overall lesson. As you design and deliver future lessons, continue to reflect on the process and outcomes to further support your learners.

### 4b. Maintaining Accurate Records

 Proficient (Evaluator)

 Proficient (Teacher)

Rubric Rating Evidence

**No comments reported.**


Post-Observation Questionnaire Evidence

**Amie Kellon, 12/18/2020 , Comments:**

I observe as I teach, I watch the students and look for understanding of the concepts in the work they produce. I take notes while in class so that I can later reflect and provide additional support if needed.

I use spreadsheets with the class rosters and make notations on class work.

#### 4c. Communicating with Families

 Proficient (Evaluator)

 Proficient (Teacher)

Rubric Rating Evidence


**No comments reported.**

Post-Observation Questionnaire Evidence

**Amie Kellon, 12/18/2020 , Comments:**

The majority of the WHEC families are understanding and flexible during these changing times. They are adapting, along with their children, learning new platforms in education. I have learned to keep things as simple and to the point as possible, yet provide some familiarity as well as providing the teaching for the new concepts. I also always try to vary the methods of my teaching, using new technology with the children so that they are experiencing technology for the first time with me as a support, not without me.

#### 4d. Participating in a Professional Community

 Proficient (Evaluator)

 Proficient (Teacher)

Rubric Rating Evidence

**Robert Kucharczuk, 1/8/2021 , Comments:**

You have collaborated with your colleagues to support your growth and development. You have also done a nice job working with your mentors and other specialists to improve your craft and provide appropriate learning opportunities for you students. In developing a library circulation process, you have clearly communicated with staff and provided resources to ensure students are able to participate and borrow library books on a continual basis.

## Post-Observation Questionnaire Evidence

### **Amie Kellon, 12/18/2020 , Comments:**

For this lesson I reached out to my mentors and asked their opinion on the medal drawing and how much guidance the students really needed for it to be impactful yet meaningful to them. We discussed the various parts of my lesson and I took notes on their suggestions and ideas and made the changes when teaching the same lesson again.

### **Robert Kucharczuk, 1/8/2021 , Comments:**

Continue to collaborate with your colleagues to support your growth and development. You have done a nice job working with your mentors and other specialists to improve your craft and provide appropriate learning opportunities for you students.

## 4e. Growing and Developing Professionally

■ Proficient (Evaluator)

■ Proficient (Teacher)

## Rubric Rating Evidence

**No comments reported.**

## Post-Observation Questionnaire Evidence

### **Amie Kellon, 12/18/2020 , Comments:**

I recently attended professional learning on virtual classrooms and organization. One of the aspects from the training that I am now using in my own lessons is simplifying. With so much going on around each student currently, it is important that teachers teach with as much simplicity as possible. Especially since at the turn of a hat we may have to switch modes of teaching, it is important that the children are aware and taught to use all platforms we are currently using and that we as teachers are making it simple enough for them to manage as independently as possible.

In speaking to this, my lesson has been simplified since its beginning stages. At first there was a lot more information covered about the Caldecott Medal and the history. I have decided to opt for teaching only the most important memorable information.

## 4f. Showing Professionalism

■ Proficient (Evaluator)

■ Proficient (Teacher)

## Rubric Rating Evidence

**Robert Kucharczuk, 1/8/2021 , Comments:**

You have shown professionalism throughout your time at Wyomissing Hills Elementary Center and have developed lessons that support student learning in this content area through the provision of learning activities and discussion opportunities that engage students in a variety of ways. You have also followed school and district protocols and are professional in you actions and interactions with staff, students and families.

## Post-Observation Questionnaire Evidence

**Amie Kellon, 12/18/2020 , Comments:**

I am an advocate for students because I challenge them and prompt them to succeed in the lessons I am teaching. I begin with activating prior knowledge from the last library lesson taught, then I introduce a new concept with as much simplicity and clarity as possible. I ask questions and promote student lead answers, I encourage and embrace flexibility and creativity in my classroom. Failure/not trying is not an option. I also listen to the children-I hear them and build a rapport with them. If the things they are requesting are doable--I do them!

**Robert Kucharczuk, 1/8/2021 , Comments:**

You have shown professionalism throughout your time at Wyomissing Hills Elementary Center and have developed lessons that support student learning in this content area through the provision of learning activities and discussion opportunities that engage students in a variety of ways.