

# Case # 1857 – Master Ratings

## Analyzing Weather Data to Determine Patterns

### Science, Grade 5

Dimensions and Observable Expectations	Master Rating	Rationale	Improvement Suggestions
<b>Culture/Climate Dimension</b>			
The teacher:			
1. Fosters an environment that embraces all learners	2	While the focus was academic learning, the comments to learners suggest the teacher relates to some learners. While the teacher showed connecting with some learners, the observers did not see her connecting with all learners.	Make efforts to individually connect with all learners. Use more strategies frequently to touch base with learners and their well-being. For example, stop lesson for a one-word check-in by having learners use a feeling word (happy, frustrated, bored, excited). Teacher can use questions along with the academic questions to initiate responsive acknowledgement such as: “How are you? Is there anything I can help with?”
2. Treats each learner equitably	2	There were opportunities to engage more learners when discussing with small groups. While the teacher included some learners in discussions, she did remain with only a few learners at a time. While the format appeared to be whole group instruction, there were many times that the teacher was having one-on-one conversations while the rest of the learners did not have a voice in the conversation. No effort was made to engage learners that were compliantly sitting but not participating in the lesson.	Make efforts to engage all learners in the learning. Provide opportunities for learners to engage in conversations to contribute their individual thoughts.

3. Encourages learners to share their opinions without fear of negative comments from their peers	3	Learners did not hesitate to share answers with the teacher and with each other. Teacher asked to some of the groups "why do you think that?" which indicates the teacher mostly embeds this as a regular practice. The teacher's questions were task-oriented rather than including person-oriented questions to increase engagement and trust with learners to share opinions.	Engage more authentically with the learner giving an answer rather than moving on to another learner as soon as an answer is given. Extend understanding of questioning so that learners are more consistently participating in conversations.
4. Creates enthusiasm for the learning at hand	2	While the teacher was knowledgeable about the topic, there was little embedded into the lesson that would make the learners enthusiastic about the topic.	Ask questions that engage learners in the process of learning about weather rather than only questions to get to the correct answer. Allow learners to answer authentically rather than feeding them the answers.
<b>Learning Dimension</b>			
The teacher:			
1. Communicates clear explanations about the activities or tasks	2	All learners were working on what they needed to, and transitions were completed without disruption. The practices of the class were fully embedded. Multiple instructions were given vocally but no instructions were written. Many instructions were added on throughout conversations without formal process learners to self-check the directions during the activity.	Write directions on the board as well as giving directions orally to engage both auditory and visual learners; this also provides learners with the means to self-check--to determine whether they are following directions for the written part of the activity. Set expectations for the lesson outcome at the beginning of the lesson rather than making changes throughout the activity. Use different modalities for activity expectations.
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	3	While the questions were high level, the teacher often gave the answers to the learners rather than allowing them to reach their own conclusions.	Add wait time to allow the learners to come to their own conclusions. Stop and check for understanding. Use different forms of questions beyond "what makes you think that?"
3. Delivers lessons that are relatable to the learners or aligned to their interests	3	Teacher was seen asking learners "why would you need to know this?" and "how would this impact your life?" This practice was consistently carried out with all groups but not every member of each group.	To further embed practices, use other strategies and activities that support each other to build and deepen learning so that learners have opportunities to relate in thoughtful ways. For example, have learners "see, think, wonder "to then support "share with shoulder partner" so that learners can discuss their findings and perceptions. The discussion can reveal what the individual learner finds particularly interesting to them.

4. Monitors learners' understanding of the content and/or the acquisition of skills	2	Teacher went around to every group. Asked the learners questions. Questions changed based on how the learners answered. Too many learners were fed answers for the teacher to fully understand learners' acquisition of skills.	Teacher can monitor learners' understanding by taking a facilitator role in discussion by a socialized discussion. For example, by structuring class discussions so that learners are asking and responding to fellow classmates allows for the teacher to monitor where learners are in their progress and efforts.
5. Adapts instruction and/or activities that meet individual learner's needs	2	The teacher made little changes to the lesson for the groups. Mostly the same questions were posed throughout the lesson and no adaptations were provided for learners based on their responses.	Adjust questions for individual learners based on responses and involve all learners in discussions.
6. Provides learners with purposeful feedback about their progress and/or needs	2	Some learners were questioned for understanding but not provided with feedback. The teacher spent a large amount of time with only a few learners leaving others without any feedback about their progress.	Check for understanding. "Does this make sense to you?" "Do you have any questions?" This can lead to knowing what specific feedback then needs to be provided for the learner for clarification in order to progress. This will let the learner know how they are doing in their efforts toward a goal.
<b>Essentials Dimension</b>			
The teacher:			
1. Delivers and/or facilitates the lesson with knowledge and confidence	4	Teacher confidently explains about various weather data collected by each group. She works with each group and is able to confidently address questions. Teacher uses scientific vocabulary appropriately throughout the entire lesson.	
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	3	Learners knew the class expectations and were prepared to engage in the class discussions. While the learners were behaving, there was a large amount of sit and wait time for learners.	Provide more time for learners to synthesize data with their small groups. Give learners confidence to respond by using questions that open the dialog with learners.
3. Facilitates use of resources that support learners' needs	2	Learners had what they needed, but there were no opportunities provided for the learners to share their learning with the resources that they were provided. Learners were not seen to work together with the graphs and data to support understanding.	Allow learners to work together to share data and check for understanding. Learners can serve as resources to strategically support one another's needs.

4. Implements instructional strategies that actively engage learners	2	Teacher has learners broken into small groups for learners to work together. She asks questions to ensure learners are involved and has learners analyze data from their experiment to explain their conclusions. Practices affect some learners, but not most/many.	Provide more distinct roles for each of the group members and ask purposeful questions to ensure learners are actively engaged in discussion. During lag times where learners are finished with work, the teacher could provide extension activities to keep learners engaged in the learning after the initial tasks are done.
5. Manages the learning time in an efficient and optimal manner	3	Teacher used consistent strategies and transitions to keep learners engaged. The learners appeared to know and follow the rules in the classroom, so most of the learning time was used efficiently. If the teacher had implemented different activities based on learners' needs, then the learning time would have been optimized.	Utilize a variety of transition strategies to support learner expectations and understanding of learning activity. For example, add more detail to "share with shoulder partner." For example, "Turn to your shoulder partner. One will be the active listener and the other will talk about their findings. Once the "talker" is done, the active listener should respond with two questions about what the talker said. You will have two minutes and then I will tell you to switch roles.
<b>Agency Dimension</b>			
The teacher:			
1. Empowers learners to be responsible for the learning at hand	2	While some learners did make their own personal connections, the teacher spent a large amount of time giving the learners answers rather than allowing them to reach their own conclusions.	Use wait time to allow learners time to respond and think about their responses. Use questions or statements that show interest in what the learner is doing or saying. For example, "I am interested in what you've learned. Will you share that with me/or with your partner?"
2. Gives learners choices about the learning activities or tasks	2	The learners were divided into groups to gather data from different places. However, that was the only choice provided to the learners when completing the activity.	Give options for materials to deepen their understanding of the weather data. Provide a variety of ways for the learners to present their findings. Allow learners to select the weather types to explore.
3. Provides assistance for learners to navigate and monitor their learning progress	2	Teacher provided assistance to answer specific questions but did not provide feedback on the learner's understanding of the lesson concept. Teacher went to some individual learners within the groups.	Need more feedback on progress and how the learners can take charge of monitoring their own progress. Communicate clear expectations about partner sharing expectations.
4. Encourages learners to persevere with or seek challenging activities or tasks	2	Teacher stops the class to discuss one group's different findings based on the group's data but does not allow class to see group's data. Many times, the teacher asks questions to move the	Have learners continue to work through challenges rather than stopping the class to provide answer for them. For example, if the directions were written on the board, when

		conversation forward but could not see strong evidence of encouraging perseverance beyond getting the answer.	questions arose about the activity, the teacher could have redirected learners to the directions. Provide additional time for learners that are still working rather than having them move partners and have the answer given to them.
5. Builds learners' growth mindset and self-efficacy	2	Teacher respectfully acknowledges a few learners' different findings and challenges their thinking by asking questions to move the conversation forward but could not see strong evidence of encouraging perseverance to build growth mindset and self-efficacy. Practice did not appear to be authentic or affecting all learners. Teacher focused more on the mastery of content over concepts. While the teacher asked high level questions, she did not allow time for learners to answer in their own words and understanding.	Ask learners questions to check for understanding and allow them to engage in the conversation rather than feeding answers to them. When learners share with partners, provide guiding discussion ideas rather than only giving them the general instruction "share."
<b>Relationship Dimension</b>			
The teacher:			
1. Promotes respectful and caring interactions toward and between learners	3	Teacher treats most learners with respect as they work through the lesson. Instructional strategies were used to have learners interact with each other. Teacher only addresses a few learners in each group. Too many learners were idle throughout the lesson.	Model giving each learner equal opportunities to speak in small group discussions and respect others when they are speaking. Model being personable with learners so that learners also interact with each other in that way.
2. Cultivates learner cooperation, collaboration, and inclusivity	2	Teacher engages with groups, but only in a question and response format. The groups cooperate, but there is no collaboration between learners.	Pose questions to groups that allow them to engage in collaborative conversations with one another. Set up group protocols that ensure all group members are included in the discussions.
3. Preserves learners' dignity while attending to their individual needs	3	Teacher works quietly with many individuals that are struggling to understand. She does not call out learners for specific incorrect answers but guides them through discussion. However, there are some learners that are not addressed at all during the lesson period. Redirection were minimally needed and were handled respectfully.	Embed the practice of adjusting based on learners' cues to meet the needs of all learners. For example, by teacher scanning and moving throughout the classroom she would be able to make eye contact directly or observe behaviors of learners who are indicating need for help. Keeping check-ins with individual learners efficient so that teacher can attend to more learners during the lesson.