# Observation, Feedback, and Professional Growth Plan

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# Observation, Feedback, and Professional Growth Plan

## Part I: Observation Overview

I conducted a continuous 30-minute classroom observation of Ms. Parra's 7th grade science class during a lesson on Earth–Sun–Moon Systems, specifically focusing on lunar phases, seasons, and eclipses (MS-ESS1). The lesson took place in her science classroom during a structured modeling activity in which students used physical models to demonstrate lunar phases and eclipse geometry. Ms. Parra utilized direct instruction, guided questioning, and hands-on group modeling to support student understanding. The focus of my observation centered on instructional methods, classroom management, and student engagement. Students were actively participating in modeling exercises and collaborative discussion throughout the observed period.

## Part II: Feedback and Growth

### Teacher Strengths

Ms. Parra demonstrated strong instructional clarity and content knowledge throughout the lesson. Her explanations of lunar phases and eclipse geometry were accurate, standards-aligned, and supported with physical modeling. This aligns with Colorado Teacher Quality Standard II: Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students and Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach (Colorado Department of Education [CDE], 2023). Her use of hands-on modeling supported conceptual understanding and encouraged active student participation,

which aligns with Standard I, Element C (instructional strategies that promote student engagement and critical thinking).

Additionally, Ms. Parra exhibited strong classroom management practices. Transitions between direct instruction and group work were efficient and structured. Students clearly understood expectations during the modeling activity, and redirection was handled calmly and respectfully. This reflects Quality Standard II, specifically creating an environment conducive to learning through established routines and respectful interactions.

Student engagement was another notable strength. Students were visibly invested in the modeling activity and frequently participated in guided questioning. Ms. Parra utilized strategic questioning techniques to check for understanding and address misconceptions (e.g., clarifying that lunar phases are not caused by Earth's shadow). This aligns with Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

**Areas for Growth**

While the lesson was well-structured, one potential area for growth involves deeper formative assessment strategies. Although Ms. Parra asked effective whole-group questions, there were limited structured opportunities for individual formative checks to ensure all students mastered the content. This connects to Quality Standard III, Element D, which emphasizes ongoing assessment to inform instruction.

To provide effective feedback, I would focus on strengthening structured formative assessment practices. According to best practices in instructional feedback, effective feedback

should be specific, actionable, and focused on student outcomes (Hattie & Timperley, 2007). I would recommend incorporating quick formative checks such as exit tickets, individual whiteboard responses, or digital response tools during the lesson. This would allow Ms. Parra to gather real-time data on student misconceptions and adjust instruction accordingly. The feedback would emphasize that her questioning techniques are strong, and adding structured data collection would enhance instructional precision.

## Teacher Growth Plan

(Modeled After Transforming Professional Practice. Please see, Appendix A; Appendix B)

### Professional Growth Goal

Ms. Parra will strengthen the implementation of structured formative assessment strategies to ensure all students demonstrate mastery of Earth–Sun–Moon system concepts.

### Rationale

While student engagement and instructional clarity are strong, increasing consistent formative assessment practices will enhance instructional responsiveness and data-driven adjustments.

### Action Steps

1. Implement at least two structured formative assessment strategies per lesson (e.g., exit tickets, quick writes, think-pair-share accountability structures).

2. Collaborate with grade-level PLC to analyze formative data related to MS-ESS1 standards.
3. Reflect bi-weekly on assessment implementation and student mastery trends.

**Professional Development Opportunities**

1. Attend a district or CDE workshop on formative assessment strategies in science instruction.
2. Participate in a professional learning community (PLC) cycle focused on assessment design.
3. Complete an online micro-credential or course on data-driven instruction practices.

**Timeline**

- Initial planning meeting: Within two weeks
- Implementation phase: Over one academic quarter
- PLC data review meetings: Bi-weekly
- Mid-point reflection: Six weeks
- Final evaluation: End of quarter

**Individuals Involved**

- Ms. Parra (Teacher)
- Instructional Coach or Department Chair
- Science PLC Team

**Measurement of Growth**

- Review of lesson plans documenting formative assessments
- Student mastery data from exit tickets and assessments
- Observation follow-up documenting use of structured formative checks
- Teacher self-reflection documentation

## Part III: Reflection on Implicit Bias

Reflecting on my observation, I recognize that my own instructional leadership background may influence how I evaluate classroom practices. Because I place high value on data-driven instruction and structured formative assessment, I may naturally prioritize those elements when analyzing a lesson. This bias could lead me to overemphasize assessment practices while potentially overlooking other strengths, such as relational dynamics or creativity in instruction.

Additionally, my experience in social studies may shape how I perceive questioning and discourse strategies in science instruction. To mitigate implicit bias in future observations, I will continue grounding my evaluations explicitly in the Colorado Teacher Quality Standards rather than personal preference. I will also seek multiple sources of evidence, including student work samples and teacher reflection, to ensure balanced and objective evaluation.

## References

Colorado Department of Education. (2023). *Colorado revised teacher quality standards*. https://www.cde.state.co.us/educatoreffectiveness/revised-teacher-rubric

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112.

# Appendix A

## Teacher Growth Plan – Detailed Implementation Plan

This appendix provides a structured implementation plan aligned to the Colorado Teacher Quality Standards and modeled after Transforming Professional Practice. The plan outlines specific goals, action steps, supports, timeline, and measurable outcomes to strengthen formative assessment practices in Ms. Parra's science instruction.

### Professional Growth Goal

Ms. Parra will systematically implement structured formative assessment strategies in every lesson to ensure all students demonstrate mastery of Earth–Sun–Moon system concepts and related MS-ESS1 standards.

### Growth Plan Action Matrix

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| Rationale | While engagement and instructional clarity are strong, increasing structured formative assessment practices will strengthen instructional responsiveness and data-driven adjustments aligned to Quality Standard III, Element D. |
| Action Steps | Implement at least two structured formative assessment strategies per lesson (exit tickets, whiteboards, digital polls). |

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| | Embed individual accountability checks during modeling activities.<br>Develop common formative assessments within PLC aligned to MS-ESS1. |
| Professional Development | Attend district/CDE workshop on formative assessment in science.<br>Participate in PLC assessment design cycle.<br>Complete an online micro-credential on data-driven instruction. |
| Timeline | Planning Meeting: Within 2 weeks<br>Implementation Phase: One academic quarter<br>Midpoint Reflection: 6 weeks<br>Final Review: End of quarter |
| Individuals Responsible | Ms. Parra (Teacher)<br>Instructional Coach or Department Chair<br>Science PLC Team |
| Evidence & Measurement of Growth | Lesson plans documenting formative checks<br>Student exit ticket/mastery data<br>Follow-up observation notes<br>Teacher reflection logs |

## Monitoring and Evaluation

Progress will be monitored through bi-weekly PLC discussions, review of student formative data trends, and a formal follow-up observation. Growth will be evaluated based on documented increases in structured formative assessment use and measurable improvements in student mastery of targeted standards.

## Reflection and Sustainability Plan

At the conclusion of the implementation cycle, Ms. Parra will engage in a structured self-reflection to evaluate the effectiveness of the strategies and identify adjustments for continued refinement. Sustained implementation will include embedding formative assessment expectations into weekly lesson planning routines and PLC collaboration structures.

# Appendix B

## Teacher Growth Plan Implementation Matrix

### Professional Growth Goal

Ms. Parra will systematically implement structured formative assessment strategies in every lesson to ensure all students demonstrate mastery of Earth–Sun–Moon system concepts aligned to MS-ESS1 standards.

### Rationale

Although student engagement and instructional clarity are strong, strengthening structured formative assessment practices will enhance instructional responsiveness and ensure alignment to Colorado Teacher Quality Standard III, Element D.

### Action Steps

1. Implement at least two structured formative assessment strategies per lesson (exit tickets, whiteboards, digital response tools).
2. Embed individual accountability checks within modeling activities.
3. Develop common formative assessments through PLC collaboration aligned to MS-ESS1.

### Professional Development

1. Attend district or CDE workshop focused on formative assessment in science instruction.
2. Participate in a PLC assessment design cycle.
3. Complete an online micro-credential in data-driven instruction.

**Timeline**

Planning Meeting: Within two weeks

Implementation Phase: One academic quarter

Midpoint Reflection: Six weeks

Final Evaluation: End of quarter

**Evidence of Growth**

- Documented formative assessments in lesson plans
- Student mastery data from exit tickets and formative checks
- Follow-up observation documentation
- Teacher reflection logs

**Monitoring and Evaluation**

Progress will be reviewed bi-weekly through PLC meetings, formative data analysis, and a formal follow-up observation. Growth will be measured by consistent implementation of structured formative assessments and improved student mastery trends.