



2025-2026 Formal Holistic Observation (11\_18\_2025)

Educator: April Fields ( )
LEA: ( )
Building(s): ( )
Status: Completed
Closure Reason: N/A
Closure Comment: N/A
Signature(s): @ 12/12/2025 12:03:21 PM

Date of Observation: 11/18/2025
Beginning Time: 10:15 AM
End Time: 11:15 AM

Pre-Conference

Instructional Planning

FOCUS FOR LEARNING

- What content will students know/understand? What skills will they demonstrate?
• How has high-quality student data been utilized to set developmentally appropriate goals for student learning?
• What connections does this lesson make to previous and future learning, to other disciplines, to real life and/or possible careers?
• How do the activities, assessments and resources align with student needs, school and district priorities, and Ohio's Learning Standards?

Educator Comments

[ none ]

Evaluator Comments (FOCUS)

[ none ]

KNOWLEDGE OF STUDENTS

- What should the evaluator know about the student population?
• How was it determined that this a developmentally appropriate learning activity?
• How does this lesson connect to students' experiences and/or culture?

Educator Comments

[ none ]

Evaluator Comments

[ none ]

Instruction and Assessment

LESSON DELIVERY

- How will the goals for learning be communicated to students?
• What questioning techniques will be used to check for understanding and encourage higher-level thinking?
• What collaborative and whole class instructional strategies will be used to engage all students?
• How will feedback be used to support student learning?
• What opportunities for student choice about learning paths and/or ways to demonstrate learning will be offered?

Educator Comments

[ none ]

Evaluator Comments (LESSON DELIVERY)

[ none ]

### **CLASSROOM ENVIRONMENT**

- How do you demonstrate regard for student perspectives, experiences and cultures?
- How do you ensure interactions are respectful and supportive?
- How are students involved in establishing and maintaining classroom routines and procedures?

Educator Comments

[ none ]

Evaluator Comments (CLASSROOM ENVIRONMENT)

[ none ]

### **ASSESSMENT OF STUDENT LEARNING**

- How will you check for understanding during the lesson?
- What potential learning obstacles might students encounter?
- What different methods of assessment are used in this lesson?
- How will you use assessment data to inform your next steps?
- What evidence does high-quality student data provide about student learning?

Educator Comments

[ none ]

Evaluator Comments (ASSESSMENT OF STUDENT LEARNING)

[ none ]

## Professionalism

### **PROFESSIONAL RESPONSIBILITIES**

- Discuss ways you reflect on and analyze your teaching.
- How do you collaborate with colleagues to improve student learning and instructional practice?
- How do you promote two-way communication with students? With families?

Educator Comments

[ none ]

Evaluator Comments (PROF RESP)

[ none ]

## Observation Ratings

Instructional Planning (IP) - [Accomplished](#)

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### **Focus for Learning (FL)**

Use of high-quality student data (HQSD) - [Accomplished](#)

#### **Evidence:**

Ms. Fields utilizes multiple forms of high-quality students data; Brigance, Preschool readiness assessment, anecdotal assessments.

Connections to prior and future learning (CPFL) - [Accomplished](#)

#### **Evidence:**

- Classroom was intentionally organized with purposeful learning centers: teacher table, sensory bin, dramatic play, playdough,

restaurant, police station, painting, calming corner, cubbies, and visual schedule.

All instructional materials were prepared in advance (syllable-tapping papers, paint doobers, MyPlate templates, “toast” picture cards).

Connections to state standards and district priorities (CSSDP) - [Accomplished](#)

**Evidence:**

- Lessons showed clear alignment to early literacy standards, progressing from syllable segmentation to initial sound identification.

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**Knowledge of Students (KS)**

Planning instruction for the whole child (PWC) - [Accomplished](#)

**Evidence:**

- Plans included differentiation strategies (visual cues, kinesthetic supports, name-labeled papers).
- The daily schedule was posted, referenced, and followed, supporting pacing and student independence.
- Classroom adults (teacher, assistant, intern) were pre-assigned roles to support instruction and transitions

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**Instruction and Assessment (IA) - [Accomplished](#)**

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**Lesson Delivery (LD)**

Communication with students (CS) - [Accomplished](#)

**Evidence:**

- Instruction was explicit, clear, and developmentally appropriate. Ms. Fields used modeling, guided practice, and independent practice consistently.

During syllable work, students used kinesthetic tapping on wrist–elbow–shoulder–head; teacher demonstrated “watch me first” before all activities.

Monitoring student understanding (MSU) - [Accomplished](#)

**Evidence:**

Ongoing formative assessment occurred through questioning (“What do you hear at the beginning of jellybeans?” “How many taps?”), correcting misconceptions, and adjusting instruction immediately (e.g., reteaching *lettuce* first sound).

Student-centered learning and assessment (SCLA) - [Accomplished](#)

**Evidence:**

- Differentiation was provided verbally and physically to learners needing support (e.g., assisting B with strawberry segmentation).
- Students remained meaningfully engaged in small groups for over 30 minutes with hands-on literacy tasks.

Instruction continued seamlessly after addressing student needs (restroom call, emotional support).

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**Classroom Environment (CE)**

Classroom routines and procedures (CRP) - [Accomplished](#)

**Evidence:**

- Instruction continued seamlessly after addressing student needs (restroom call, emotional support).
- Skill practice was reinforced across centers with adult modeling and language scaffolding.

Classroom climate and cultural competency (CCCC) - [Accomplished](#)

**Evidence:**

Classroom environment was positive, warm, and structured. Interactions were respectful and encouraging (“Good job focusing,” “That was so kind of you”).

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**Assessment of Student Learning (AoSL)**

Use of assessments (UA) - [Accomplished](#)

**Evidence:**

Ongoing formative assessment occurred through questioning (“What do you hear at the beginning of jellybeans?” “How many taps?”), correcting misconceptions, and adjusting instruction immediately (e.g., reteaching *lettuce* first sound).

Evidence of Student Learning (EoSL) - [Skilled](#)

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## Professionalism (PRO) - [Accomplished](#)

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### Professional Responsibilities (PROR)

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Communication and collaboration with families (CCwF) - [Accomplished](#)

**Evidence:**

- Routines were well established: students used transition sticks, responded to clean-up chimes, and followed carpet-time expectations.
- Behavior redirection was calm and neutral (“No thank you,” gently moving materials).
- Emotional needs were promptly addressed (intern checking in with crying student, teacher responding to bathroom call).

Visual supports (schedule, food groups posters, letter display) were used to guide instruction and behavior.

Communication and collaboration with colleagues (CCwC) - [Accomplished](#)

**Evidence:**

- Ms. Fields collaborated effectively with [redacted] and the high-school intern, delegating appropriate responsibilities (modeling sharing, checking on students, setting up materials).
- Demonstrated professional communication with families (“I’ll be sure to let Mom know”).
- Ensured safe supervision (responding immediately to bathroom call, maintaining visibility of all students during centers and clean-up).
- Modeled positive, respectful interactions for students and other staff.

Maintained instructional focus throughout disruptions and transitions.

District policies and professional responsibilities (DPPR) - [Accomplished](#)

**Evidence:**

- Demonstrated commitment to best early-childhood practices through multi-sensory literacy instruction and structured SEL supports.

Professional learning (PL) - [Accomplished](#)

**Evidence:**

Ms. Fields continues to research best practices to meet the needs of her students.

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## Overall Observation Rating: Accomplished

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### Observation Notes

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There are no notes for this observation.

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