

Fontana Unified School District  
Almeria Middle School

*Travis*  
I enjoyed seeing you  
teach the window  
waster story problem.  
your control & support  
was solid. students on  
task! good work *RR*

Supervision Memo

Date: 9-26-00

28 students

To: T. WOOD

Fr: Richard Roth-Principal, Dawn Marmo-AP, Alan Proffitt-AP

Re: Classroom Visitation/Observation

Today I Observed:

- MULTIPLES of FRACTIONS WITH OF & over head.
- Teacher directed lesson at overhead on  
Fractions  $\frac{2}{3} \times \frac{36}{1} = 24$  -
- \* Prime #s
- \* Composite number.
- ended moved about room to ple hw and  
watch student work
- agenda on board (p.175 math text)
- you moved about the room checking at individual  
students.
- Books we evidenced in the corner. Thank you for  
supporting our school wide goals of increasing  
reading and writing
- math work was evidenced. words match curriculum.

Thank you for a  
nice visit!  
RR

I am going to place this in your site file. I would gladly add your comments to mine.

Thank you.

Remind kids that this is the kind of problem they see on  
SAT 9 test.  
Begin lesson on computation in context from SAT 9

## CLASSROOM OBSERVATION AND CONFERENCE FORM

EVALUATEE: Travis Wood

SCHOOL: Almeria

PROBATIONARY: 1      2

PERMANENT

SUBJECT & GRADE: 7th gr. Math/Science

ENROLLMENT: 33

PERIOD: 5th

LENGTH OF OBSERVATION: 45 minutes

ABILITY LEVEL:    LOW

AVERAGE

HIGH

OTHER

Areas for Comment: Activity, equipment and materials, student response, organization,  
Appearance of room, factors affecting class.

### Observer's Comments on Lesson:

Students were lined up in a single file line outside the classroom door as Mr. Wood approached. Mr. Wood opened the door and stood at the door as each student entered the classroom. Once inside, students were seated at their appropriate seats. Each student had a warm up activity sheet at their desk. The title of the handout was, What Marsupial is called the "Old Man" in Australia? Mr. Wood began to verbally take attendance. Each student responded with "here" when their name was called out loud. After attendance, students were asked not to begin their worksheet and to turn their focus to the word wall. Mr. Wood asked his students to show him the x axis, the y axis, and coordinate plans. Students responded by physically making hand motions in the direction of the axis. Travis then went on to talk about other words posted on the wall, (i.e. order pairs in particular quadrants, inverse, expanded form, standard form, and exponential form.) Mr. Wood gave examples of each word in relationship to a problem and students raised their hand to share their answer. (example: expanded form of 6 squared? Student responded 6 times 6.) Once this was completed, students were asked to label their graph with the x axis and the y axis. One student at this time, asked for the handout, but Mr. Wood had to have some students share because he was short on the number of handouts he had. Mr. Wood read outloud the paragraph on the worksheet as he walked completely around the room. He then read the directions outloud as well as emphasized on the white board how to read numbers when they are inside brackets and parenthesis. Mr. Wood frequently "revisited" words on the word wall for clarification that his students understood. After the directions were read, Travis demonstrated the first two problems on the board and showed how to plot the numbers on the graph. Once this was completed, students began to work on their worksheet and plot the appropriate numbers, using the x and y axes. This lasted approximately 20 minutes. During this time, Mr. Wood walked around and helped those students who needed additional assistance or clarification. Some students began talking and the noise level increased slightly. Once this occurred, Mr. Wood asked Rocky to go to the board and erase the letter E off of SCIENCE. (the students began "SHHHHHing" each other, and knew what this meant.) Students were beginning to form a particular picture on their graph, and at this point in time, Mr. Wood asked them to put away the assignment, and complete it for homework. Travis then gave directions for all his students to take out a sheet of paper and a pencil. When this was occurring, Mr. Wood drew two number lines on the board with positive and negative numbers. He then shared with the class that they were going to play a game called GET BACK. Travis explained how to play the game. Each pair of students would receive a deck of playing cards. Certain cards represented certain things. For instance, all red cards equaled a negative number. All black cards equaled a positive number. All Kings equaled zero points. All Queens equaled 12 points, and all Jacks equaled 11 points. The object of the game is to draw a card and plot it on the number line.

The students would continue to go back and forth, moving his / her arrow trying to GET BACK to zero. Once the rules and directions were given, Mr. Wood called Kimberly to the board to help him demonstrate the play of the game. Important information was shared at this time. Each player, once it was his / her turn, needed to let their opponent know as to whether or not he / she would add or subtract the negative or positive number. The game was over once all the cards had been used. Cards and a pre-made number line sheet were passed out to each group. Some students were asked to move seats to pair up with another students. When this was occurring, the noise level increased again slightly, and the letter C from SCIENCE was then erased from the board.

Students began to play the game with one another, each taking turns picking a card, determining if it was negative or positive, making a decision to add or subtract the number, and plotting the number line. This lasted the rest of the period.

#### Classroom Environment and Classroom Management:

The classroom walls were colorful and appealing. There was a word wall with approximately 50 words on it. The Scientific Method was also displayed. A bulletin board also had "Science is fun, with lots of students pictures. The tables were arranged around the room connected end to end. Approximately 2-3 students were seated at each table. By the window displayed "diversity of living things." The rules to live by were also posted on the front wall. There was no evidence of student work.

Students were very well behaved and followed the directions of Mr. Wood. No major discipline problems occurred. Mr. Wood handled the noise level increases quite effectively without having a major interruption in the class learning. Students seem to know the expectations set forth by Mr. Wood. The feeling tone in the class was quite inviting and students seemed to enjoy the learning that was occurring.

#### Commendations / Recommendations:

1. Great Room Environment, especially seeing the word wall and making the connections between Math and Language Arts. The only thing that was not observed was student work. It is important to display student work throughout the course so they know the importance of completing their assignments, as well as, it boosts student's self esteem seeing their work on display.
2. Lesson plans are thorough and addressing the State Standards. I appreciate the hard work and time you put into your planning. It shows as you deliver your lessons to your students. Thank you for concentrating on improving students reading, writing, and numeracy. Your whole classroom reflects this. Post the standards being addressed for the day or week. This lets students know the importance of them.
3. I have observed some of the California Teaching Standards in place and know you are meeting your target. I have attached a copy of these Standards so you know where to place your focus.
4. Your lesson went at an appropriate pace and you were able to effectively move students through a variety of instructional strategies and transitions, without interruption to the learning taking place. Great job!
5. You demonstrated skills in the area of checking for student understanding, by using questions, recalls, demonstrations, and actual participation in the lesson.

6. Remember when planning, make enough handouts for all your students. The warm up activity, you did not have enough handouts and you asked students to share, but then gave them directions to finish for homework.
7. When walking around the room and monitoring students, or stopping by the tables and helping those that need the additional assistance, you may want to look up periodically to let the rest of the class know that they need to continue to stay on task and do the assignment.
8. You may want to elaborate a little more in your demonstrations at the board with the use of the number line to assist those students still having difficulty with the operations involving positive and negative integers. Especially about when to add or subtract positive and negative numbers. The GET BACK game seemed to help give the students additional practice, and they seemed to enjoy it.
9. I am quite impressed with what I have observed in your class, how you connect with your students, how you deliver your lesson, as well as, how you check for understanding. Keep up the great work.
10. Remember to create some "DOWN TIME" for yourself.

Teacher Signature: \_\_\_\_\_

Observer Signature: \_\_\_\_\_

Position: \_\_\_\_\_

Teacher's Comments:

*Deen M. Magno* 10-30-00  
*Asst. Principal*

## CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: Travis Wood

School: Almeria

Probationary: Prob. 1

Permanent:

Enrollment: 32

Subject and Grade: 7th grade Math/Science

Date: 11/30/00

Period: 3rd

Length of Obs.: 40 minutes

Student Ability Level:

Low

Avg.

High

Other

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

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### Lesson:

Mr. Wood greeted all his students outside the classroom. The students proceeded inside the classroom and Mr. Wood asked them to take out their homework assignment and their conference sheet that was handed to them yesterday. Mr. Wood began class with a quick refresher in changing improper fractions into whole numbers. A question was given and one student was called upon to answer. Students then began their instant activity: Daffy Questions. The questions on this assignment all pertained to changing fractions into whole numbers and then figuring out the hidden message. During this time, Mr. Wood went around and checked over students homework by giving each student a stamp on his / her assignment log if the assignment was completed. Mr. Wood gave the class approximately 15 minutes to complete the assignment. Travis then took attendance outloud by calling each student's name. He then went over the instant activity worksheet and asked outloud "What is a metric cookie?" and "What is the declaration of independence?" Students were called upon to give the answers. The first answer was a gram cracker, and the second answer was a note excusing you from school. Mr. Wood proceeded and asked if there was any questions from last night's homework. Several students responded that it was easy. Directions were then given to the students to take out their books and turn to page 320. Billy was asked to read the first part outloud while everyone else followed

along. Once the reading was completed, students were asked to look at the chart underneath the paragraph. Mr. Wood began asking questions pertaining to the chart and the stats of the players. It was then stated, "Let's find out if Lisa hits the ball  $\frac{1}{3}$  of the time." Using her stats, Mr. Wood placed the numbers on the overhead using division. Students were asked how many times does 177 go into 710? Using their "estimation powers" they figured it out. Students were asked to "walk" Mr. Wood through the problem and they needed to round the answer to the nearest thousandth place. Mr. Wood review the rule about rounding and the students were able to give the correct answer. After the problem was completed, students were directed to take the other four players on the chart and convert their batting average from a fraction to a decimal, rounding the answer to the nearest thousandth. Mr. Wood went around and monitored his students' progress, as well as, assisted those who needed the additional help or clarification.

#### Classroom Management / Classroom Environment:

All students seemed to be engaged in the learning taking place. Majority were on task and following the directions of Mr. Wood. One boy did not have his textbook and Mr. Wood spoke to him and gave him a book to borrow.

Both Science and Math WORD WALLS were displayed. A Mars robotic system was built and on display in the back of the classroom. The rules to live by were posted and the classroom rules were written on the white board. The scientific method was hung above the Science word wall. Science pictures of students involved in science projects were visible. A variety of books were also on display by the windows.

#### Commendations / Recommendations:

1. You handled your class quite effectively. Your system you have in place at the beginning of class when you check homework seems to work quite well. Students are on task and doing their "instant assignment" while you go around and check their homework and mark their assignment logs.
2. You rapport with your students was evident that you cared and they seemed to respect you and enjoyed the learning and teaching that





behavior and activities for the day. The room id safe and clean, the transitions effective. The planning is organized and evidences advanced thought. Students are well trained in the expected activities and positive behavior needed in this classroom.

Classroom Environment:

The room is safe and clean. The climate positive and organized for learning. The elements of CSTP # 2 are evidenced. The environment is one of learning and quality teaching.

Commendations/Recommendation:

Keep implementing the standards in math and science. Use data and assessment to guide your instruction.

Keep improving our students abilities to read content, write and “do” math. This will help us reach the API goals of 540 and improve student performance on district and state tests.

Keep being an advocate for your kids and keep teaching them as well as effectively you do.

Your lesson plans are professional

Based on this observation, data analysis, my informal visits and walkthroughs I have enough information to be confident tat you are an extremely proficient teacher. Keep up the good work ! I am glad you are a teacher at Almeria. Student Learn in your classroom. I can think of no greater compliment to you as a professional !

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The signature of Evaluatee only indicates that the conference has been held.

Travis Wood  
Evaluatee

8-29-01  
Date

RTM  
Evaluator





## CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: Travis Wood

School: Almeria

Probationary: Prob. 1

Permanent:

Enrollment: 32

Subject and Grade: 7th grade Math/Science

Date: 3 / 01 /01

Period: 1st

Length of Obs.: 40 min.

Student Ability Level:

Low

Avg.

High

Other

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

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### Lesson:

As I entered the classroom, students were seated, quiet, and were working on their instant activity worksheet regarding rates. When Mr. Wood finished taking attendance, he began to share, discuss and review the worksheet by giving an example on the overhead on how to solve the problem, making sure they also put the rate of the problem next to the number. While students continued to work on the handout, Mr. Wood went around and checked homework. After walking around, checking homework, and monitoring students' progress, Mr. Wood again clarified that the rate needed to be part of the answer on their instant activity sheet. Students worked on their handout for approximately 30 minutes. If they did not finish the worksheet during this time, the rest needed to be completed for homework, and the collection of the sheets would occur tomorrow. Mr. Wood asked for all of his students to put the worksheet away and get out a sheet of paper for the magic trick. A quick review occurred relating to the paper pet family. Mr. Wood proceeded with his lesson and chose a student to pick a card out the deck of cards he was holding. The student was directed to show the rest of the class the card. The card was then returned to the stack. Travis asked all his students to take the number of the card and multiply it by 2; add 3 to that number; then multiply that number by 5. The students then were directed to add another number to the total depending upon what suit the card was. Mr. Wood put these on the board. Mr. Wood then shared the correct suit and number to the card and his students were amazed. He then went on to perform the trick a few more times and the students were amazed every time. Travis then took half of his class to one side and showed them how to perform the trick. These students would then pair up with someone in the other group and perform the trick with them. After two times, the student who knew how to solve the trick would tell the other student. By the way, the solution is that the total number you subtract 15 from. The first number tells you the suit and the second number tells you the number.

Classroom Management / Classroom Environment:

There was no major discipline problems. Students were engaged in learning the majority of the time. Students seemed cooperative and eager to move on in the lesson, especially wanting to find the solution to the magic card trick.

The classroom rules, rules to live by, school wide rules were posted. The agenda was written on the board. Math and Science word walls were displayed. Many books were on shelves around the room. The room was quite inviting to the eye.

Commendations / Recommendations:

I commend you teaching to the standards and focusing your lessons accordingly. Continue to have lesson plans available weekly.

I commend you for setting your expectations and having your students meet them. It is evident that this is occurring and that your students are succeeding. It is great to see you hold your students accountable for their learning.


You continuously MBWA! (Managed by walking around) Great job!!!

Your transition periods went smoothly and your students seemed to want to continue with your lessons.

Remember to focus on the California Teaching standards. You have demonstrated them effectively, but remember to continue to grow in each area.

You are a great asset to the Almeria Staff. It is a privilege to work with you. I too, have learned from your teaching. Keep up the great work.

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The signature of Evaluatee only indicates that the conference has been held.

  
\_\_\_\_\_  
Evaluator

3-7-01  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee

*Dr. Green*

# CLASSROOM OBSERVATION

**Probationary:**    **Permanent:** X                      **Employee:** Travis Wood

**School:** Almeria Middle School    **Enrolled:** 35    **Present:** 34    **Date:** 1-28-04

**Subject:** Math            **Level:** Regular    **Grade:** 7    **Period** 4    **Min.** 45

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Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class.

## Observer's Comments:

10:05 Students are lined up outside of the classroom, they enter, boys in one line and girls in the other. They enter the room quietly and orderly, shaking hands with the student at the door.

Directions are given to complete the warm-up on the overhead.

Roll is taken.

Teacher monitors the classroom as students work on the 3 problems from the overhead.

1. Find the percent increase from 3.0 to 5.2
2. Find the missing side
3. Find the unit rate: 9 pizzas in 12 in.

10:16 Teacher tells class that when they are done with the warm-up, they are to find the square root of 73.

10:25 Teacher uses the overhead to review each of the warm-up problems. Students give correct responses to the problems.

10:27 Student was asked to write the answer to the square root of 73 on the white board.

10:30 Mr. Wood gives students a warm-up problem: a number  $t$  greater than 5 is twice 15. He passes out small markers for the individual white boards at each desk.

10:35 Students were told to hold up their white boards to show <sup>their</sup> ~~there~~ answers. They were then instructed to erase their boards and do the next problem: 38% of  $n$  is 33.44. Solve for  $n$ . Students are allowed to work together.

10:40 FIRE DRILL

Standards: Calculate the percentage of increases and decreases of a quantity (1.6)  
Know relationships between sides and angles (3.4)

Materials: Transparencies, overhead projector, whiteboards.

Objectives for today's activities were clearly stated. Students were reviewing for the District assessment. The organization of the lesson showed that the procedures were carefully chosen. Transitions were smooth and the period moved along effortlessly. Directions were clearly explained to the students, some worked individually and others with partners to complete the objectives for this lesson. Activities were completed with brevity. Skills were addressed effectively utilizing a variety of teaching methods. All students were actively engaged in the assignment. They were eager to participate in discussions as well. Mr. Wood is able to have a positive influence on his students through appropriate appearance, actions, and behavior. Mr. Wood was also very visible in the classroom to provide individual assistance when needed.

### **Classroom Environment**

The classroom is very attractive and colorful. Mr. Wood has motivational posters as well as interactive bulletin boards that make it evident that this is a math/science classroom. A Periodic Table of the Elements chart sits in the middle of the white board. There are 14 computers in the rear of the class for student use. A separate corner has been converted into a reading area, and contains a number of subject related books on display. Posted on the white board is the agenda for today:

1. Warm-up Activity
2. Attendance
3. Brief Review
4. White Board Competition

### **Classroom Management**

Students are well behaved. Classroom routines are in place and followed by all students.

Thanks for a pleasant visit this morning.

Employee's Signature: \_\_\_\_\_

Observer's Signature: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Comments:

**Harry S. Truman Middle School  
CLASSROOM OBSERVATION AND CONFERENCE FORM**



**TEACHER:** Travis Wood

**DATE:** April 14, 2006

**NUMBER OF STUDENTS:** 32

**EVALUATOR:** Pagano, Paul

**SUBJECT & GRADE:** 7/8

**ABILITY LEVEL:** AVG

**PERIOD:** 2

**LENGTH OF OBSERVATION:** period

<b>Student Work Present</b>	<b>Evident</b>	<b>Goals and Objectives</b>	<b>Evident</b>
<b>Students Engaged</b>	<b>Evident</b>	<b>Standards Posted</b>	<b>Evident</b>
<b>Cooperative Structures Used</b>	<b>Evident</b>	<b>Technology Used</b>	<b>Evident</b>
<b>Classroom Procedures</b>	<b>Evident</b>	<b>Aesthetic Environment</b>	<b>Evident</b>
<b>Transitions Used</b>	<b>Evident</b>	<b>Rules Posted/Used</b>	<b>Evident</b>

**Observations:**

Students lined up outside the classroom prior to entering. Students were given 5 sec to stay on task, or go back outside.

11:09 – Mr. Wood used the *Show Tell* structuring devise to help students describe an *ugly woman*. Students were asked to use descriptors to add depth to their writing. Words listed included: pointy nose, mustache, yellow teeth, scars etc.

11:15- Story

11:20- Each student received a loupe and peanut. Students were asked to describe their peanut so that others may identify them. Students logged onto the computer, and began reading the story of Lenny the peanut. Students accessed [www.trumanmiddle.com](http://www.trumanmiddle.com) and entered into the Discussion Board.

11:44- Students posted their peanut description. Students were asked to read the posted descriptions and begin deducing which peanut belonged to which student.

11:52- Closure activity.

**Lesson Analysis**

**Standard 2-Creating and Maintaing Effective Environments**

**Key Element: 2f-using instructional time effectively**

Travis organized this lesson to perfection. Students remained engaged and worked cooperatively throughout this entire lesson. Time was spent building powerful transitions between direct instruction, and student-centered activities allowing students adequate access to curriculum. Excellent job!

**Standard 4--Planning Instruction and Designing Learning Exp**  
**Key Element: 4b-establishing and articulating goals**

The tone for instruction is clearly set as students await your personal greeting when they enter your classroom. You provided clear directions for the "discussion forum" resulting in powerful conversations between your students. Each facet of this lesson was clearly articulated.

**Standard 5--Assessing Student Learning**

**Key Element: 5f-progressing students toward academic standards**

During this lesson, students posted descriptions of their peanut on a threaded discussion board. Clearly, these postings provide a quick opportunity for you to assess whether students met the requirements of the lesson. Beyond that, students used others descriptions to identify the peanut, validating use of descriptors. Overall, this was a clever activity

Outside of this observation, Travis uses extent data to ensure students succeed in his classroom. He was instrumental in developing a Staff Buy Back on Edusoft to further colleagues knowledge and application of teacher made assessments.

**Strengths**

- Pace of the lesson
- Use of technology – teacher and student
- Clearly articulated goals and objectives for students
- Classroom aesthetic and orderly

Teacher Signature: \_\_\_\_\_

Observer: \_\_\_\_\_

Position: \_\_\_\_\_

**Teacher Comments:**