

## Observation / Self Reflection Report

Observer: RIVERS, TRACY		Teacher Observed: JACKSON, DEANDRE	
Date: 10/18/2013	Time: 8:00 AM	Subject: Arts	
School: East Hickman High School			
Entered by: RIVERS, TRACY		Announced: Yes	

Planning	Observer Scores
Instructional Plans (IP)	3
Student Work (SW)	4
Assessment (AS)	3

Environment	Observer Scores
Expectations (ES)	
Managing Student Behavior (MSB)	
Environment (ENV)	
Respectful Culture (RC)	

Instruction	Observer Scores
Standards and Objectives (S&O)	3
Motivating Students (MOT)	4
Presenting Instructional Content (PIC)	3
Lesson Structure and Pacing (LS)	3
Activities and Materials (ACT)	4
Questioning (QU)	4
Academic Feedback (FEED)	3
Grouping Students (GRP)	3
Teacher Content Knowledge (TCK)	4
Teacher Knowledge of Students (TKS)	3
Thinking (TH)	4
Problem Solving (PS)	3

Professionalism	Observer Scores
Professional Growth and Learning (PGL)	
Use of Data (UD)	
School and Community Involvement (SCI)	
Leadership (LED)	

**Reinforcement Objective: ACT**

Mr. Jackson planned good activities and challenges the student in using a variety of thinking skills such as creativity in writing and implementing their own scenes.

**Refinement Objective: LS**

The pacing of the lesson was lagging at times which produced off task opportunities. Establishing routines for distributing materials are recommended.

## Observation / Self Reflection Report

Observer: RIVERS, TRACY		Teacher Observed: JACKSON, DEANDRE	
Date: 12/17/2013	Time: 12:00 PM	Subject: Other	
School: East Hickman High School			
Entered by: RIVERS, TRACY		Announced: No	

Planning	Observer Scores
Instructional Plans (IP)	
Student Work (SW)	
Assessment (AS)	

Environment	Observer Scores
Expectations (ES)	3
Managing Student Behavior (MSB)	2
Environment (ENV)	3
Respectful Culture (RC)	3

Instruction	Observer Scores
Standards and Objectives (S&O)	3
Motivating Students (MOT)	3
Presenting Instructional Content (PIC)	3
Lesson Structure and Pacing (LS)	3
Activities and Materials (ACT)	3
Questioning (QU)	4
Academic Feedback (FEED)	3
Grouping Students (GRP)	2
Teacher Content Knowledge (TCK)	3
Teacher Knowledge of Students (TKS)	3
Thinking (TH)	4
Problem Solving (PS)	3

Professionalism	Observer Scores
Professional Growth and Learning (PGL)	
Use of Data (UD)	
School and Community Involvement (SCI)	
Leadership (LED)	

Reinforcement Objective: QU

Refinement Objective: GRP

Mr. Jackson's questions produced opportunities for students to use higher order thinking skills. The lesson activity incorporated the students use of multimedia to research their answers and produce a power point presentation.

The instructional grouping arrangement produced off task behaviors that could have been avoided with varying the seating composition. This can enhance student learning efficiency.

Observer Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

## Observation / Self Reflection Report

Observer: RIVERS, TRACY		Teacher Observed: JACKSON, DEANDRE	
Date: 03/14/2014	Time: 9:45 AM	Subject: Arts	
School: East Hickman High School			
Entered by: RIVERS, TRACY		Announced: Yes	

Planning	Observer Scores
Instructional Plans (IP)	3
Student Work (SW)	3
Assessment (AS)	1

Environment	Observer Scores
Expectations (ES)	
Managing Student Behavior (MSB)	
Environment (ENV)	
Respectful Culture (RC)	

Instruction	Observer Scores
Standards and Objectives (S&O)	
Motivating Students (MOT)	
Presenting Instructional Content (PIC)	
Lesson Structure and Pacing (LS)	
Activities and Materials (ACT)	
Questioning (QU)	
Academic Feedback (FEED)	
Grouping Students (GRP)	
Teacher Content Knowledge (TCK)	
Teacher Knowledge of Students (TKS)	
Thinking (TH)	
Problem Solving (PS)	

Professionalism	Observer Scores
Professional Growth and Learning (PGL)	
Use of Data (UD)	
School and Community Involvement (SCI)	
Leadership (LED)	

<b>Reinforcement Objective: SW</b>
Being a performance based class, Mr. Jackson plans for opportunities for students to interpret, analyze and evaluate information instead of just reproducing it.

<b>Refinement Objective: AS</b>
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It is recommended that including descriptions of how assessment results will be used to inform future instruction. Instructional plans need to have clear measurement criteria and have multiple ways to measure the students performance.

Observer Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

## Observation / Self Reflection Report

Observer: JACKSON, BRUCE		Teacher Observed: JACKSON, DEANDRE	
Date: 03/20/2014	Time: 9:35 AM	Subject: Arts	
School: East Hickman High School			
Entered by: JACKSON, BRUCE		Announced: No	

Planning	Observer Scores
Instructional Plans (IP)	
Student Work (SW)	
Assessment (AS)	

Environment	Observer Scores
Expectations (ES)	3
Managing Student Behavior (MSB)	2
Environment (ENV)	3
Respectful Culture (RC)	2

Instruction	Observer Scores
Standards and Objectives (S&O)	3
Motivating Students (MOT)	2
Presenting Instructional Content (PIC)	3
Lesson Structure and Pacing (LS)	2
Activities and Materials (ACT)	3
Questioning (QU)	2
Academic Feedback (FEED)	2
Grouping Students (GRP)	3
Teacher Content Knowledge (TCK)	3
Teacher Knowledge of Students (TKS)	2
Thinking (TH)	3
Problem Solving (PS)	2

Professionalism	Observer Scores
Professional Growth and Learning (PGL)	
Use of Data (UD)	
School and Community Involvement (SCI)	
Leadership (LED)	

Reinforcement Objective: TCK

Refinement Objective: MSB

Mr. Jackson displays an accurate knowledge of all levels of Theatre (prop design, scene performance, lighting and sound control, etc.) and this is evident in his teaching. He highlighted key concepts and ideas and used them as the bases to connect to other ideas (curtain speeches, Projection, character acting, memorization of lines, etc.). Mr. Jackson tries to convey his love of theatre to his students. He is constantly collaborating with peers to help improve his teaching strategies.

Mr. Jackson should emphasize student behavior and accountability in his lesson. He allowed students to be "spread out" throughout the auditorium during the lesson. Students were in the prop room unsupervised; the back of the auditorium behind the teacher; the front of the auditorium; and on the stage. On occasion students were behind the curtain and in the dressing room without Mr. Jackson's supervision. Mr. Jackson's focus was on the students on the stage. The other students throughout the auditorium seemed to be an afterthought. Occasionally, he would briefly turn his head to check on the other students. Knowing where your students are at all times and being aware of their actions is crucial to effective instruction. Mr. Jackson should set guidelines for student behavior during instruction and consequences for not following the guidelines. He should place students where he can maximize supervision during the lesson (especially during scene practice).

Observer Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

## Observation / Self Reflection Report

Observer: JACKSON, BRUCE		Teacher Observed: JACKSON, DEANDRE	
Date: 05/12/2014	Time: 10:05 AM	Subject: Arts	
School: East Hickman High School			
Entered by: JACKSON, BRUCE		Announced: Yes	

Planning	Observer Scores
Instructional Plans (IP)	
Student Work (SW)	
Assessment (AS)	

Environment	Observer Scores
Expectations (ES)	
Managing Student Behavior (MSB)	
Environment (ENV)	
Respectful Culture (RC)	

Instruction	Observer Scores
Standards and Objectives (S&O)	
Motivating Students (MOT)	
Presenting Instructional Content (PIC)	
Lesson Structure and Pacing (LS)	
Activities and Materials (ACT)	
Questioning (QU)	
Academic Feedback (FEED)	
Grouping Students (GRP)	
Teacher Content Knowledge (TCK)	
Teacher Knowledge of Students (TKS)	
Thinking (TH)	
Problem Solving (PS)	

Professionalism	Observer Scores
Professional Growth and Learning (PGL)	3
Use of Data (UD)	2
School and Community Involvement (SCI)	3
Leadership (LED)	3

Reinforcement Objective: PGL

Refinement Objective: UD

Mr. Jackson is engaged in professional learning activities (attends all required professional development activities; enrolled in classes to advance to full professional license; and is working on obtaining Master's Degree). He also uses feedback from observations to as tools to help him improve his teaching skills.

Mr. Jackson should utilize student achievement data (TVAAS) to address strengths and weaknesses of his students (especially his incoming freshmen) and to guide instructional decisions to increase student achievement.

Observer Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_