

15-16 GenEd Observation Announced

User Information

Name: Deandre Jackson (38768)	Title: Classroom Teacher ESL
Building: 05-HIGHLAND OAKS ELEMENTARY	Department: None
Grade: None	Evaluation Type: 15-16 GenEd New Hire
Assigned Administrator: Robinson, Isaac	Evaluation Cycle: 09/02/2015 - 09/01/2016
Submitted By: Robinson, Isaac	Date Submitted: 10/20/2015 11:08 am CDT
Acknowledged By: Jackson, Deandre	Date Acknowledged: 10/20/2015 11:12 am CDT
Finalized By: James, Marchera	Date Finalized : 11/04/2015 9:03 am CST

Date of Observation: 10/19/2015

Observation Lesson Title: Understanding the Solar System (Inclusion)

Observation Evidence

15-16 Gen Ed (Obs)

TEACH 1: Objective-Driven Lessons

Engage students in objective-driven lessons based on content standards.

• 3

The following best describes what is observed:

1. Teacher communicates lesson objective(s) to students **in relationship to standards**.
2. Teacher uses developmentally appropriate language.
3. Teacher explains or models what mastery of the objectives and/or related performance tasks looks like.
4. Teacher provides multiple opportunities for engagement in the lesson objective(s), including connecting to prior knowledge.
5. Most students can explain or demonstrate what they are learning beyond simply repeating the stated or posted objective(s).
6. Most students can explain the importance of their learning. (Footnote 1)
7. Most students can describe how their learning will be assessed. (Footnote 2)

Evidence (Required):

10/19/2015 01:09 pm: S (5) transitioned to writing class. T pulled 3 ESL students to his small group. S read the I can statement from the computer.

10/19/2015 01:12 pm: S read the essential questions from the computer. S struggled to read the I can statement. T gave students markers. S are completing a story web.

Question: What makes up the solar system? S placed key words around the question: stars, planets, moon, sun.

10/19/2015 01:23 pm: T said now we are going to talk about the solar system. S reading the latin and greek definition of solar system. T attempts to break down the meaning of solar system into manageable word units. S had problems grasping the terms. One out of 3 students understood the explanation.

TEACH 2: Explain Content

Explain content clearly and accurately

• 3

The following best describes what is observed:

1. Teacher's explanations / demonstrations of content are clear, accurate and build student understanding of content.
2. Teacher provides logical sequencing of essential information (footnote 3)
3. Teacher utilizes multiple perspectives / approaches to solve problems or interpret text / content.
4. Teacher makes relevant connections with other content areas, students' experiences and interests, or current events.
5. Teacher uses explanations that are developmentally appropriate and include academic language that is clear and concise.
6. Teacher demonstrates appropriate adjustments and alternative ways to explain concepts effectively.
7. Students may ask clarifying questions providing information and feedback that the teacher uses to monitor and adjust instruction.
8. Teacher models to demonstrate performance expectations.

Evidence (Required):

10/19/2015 01:13 pm: T assisting students in spelling vocabulary words as he explains the definition of key words in order for the students to understand the term.

10/19/2015 01:15 pm: S are looking at pictures of planets. T reaffirmed, those are planets. S explained what the moon look like. T what does it look like? S white and gray. T what is this? S sun. T What does it look like? T continued to review the pictures of solar system.

10/19/2015 01:23 pm: T said now we are going to talk about the solar system. S reading the latin and greek definition of solar system. T attempts to break down the meaning of solar system into manageable word units. S had problems grasping the terms. One out of 3 students understood the explanation.

10/19/2015 01:26 pm: T explains what an asteroid was by saying it was a light.....T asked was does revolving mean. T said it goes around. S reading p. 155 in the text.

10/19/2015 01:33 pm: T assisted a student in finding the page as other students are drawing and writing 3 things about the planet. S (3) are drawing and coloring the planet. S asked what do I do now? S said you are going to write 3 things about the planet.

TEACH 3: Appropriately Challenging Work

Engage students at all learning levels in appropriately challenging work

• 2

The following best describes what is observed:

1. Teacher attempts to engage students in appropriately challenging work; however, there is no evidence of challenge for students.
2. Teacher attends to limited learning levels / styles, not meeting the needs students.
3. Teacher sporadically or occasionally uses appropriately complex text and tasks to support students' mastery of planned learning objective(s).
4. Teacher incorporates activities and materials that sustain student attention at limited learning levels / styles at certain points in the lesson.

Evidence (Required):

10/19/2015 01:09 pm: S (5) transitioned to writing class. T pulled 3 ESL students to his small group. S read the I can statement from the computer.

10/19/2015 01:12 pm: S read the essential questions from the computer. S struggled to read the I can statement. T gave students markers. S are completing a story web.

Question: What makes up the solar system? S placed key words around the question: stars, planets, moon, sun.

10/19/2015 01:23 pm: T said now we are going to talk about the solar system. S reading the latin and greek definition of solar system. T attempts to break down the meaning of solar system into manageable word units. S had problems grasping the terms. One out of 3 students understood the explanation.

10/19/2015 01:25 pm: S are looking for answer the questions with the text as they are trying to complete the sentence in the power point. T continued to review the terms using the power point slides.

10/19/2015 01:29 pm: T said you are going to do a demonstration around a student to demonstrate around another student while another student resembled the sun.
10/19/2015 01:31 pm: T said you are going to pick an inner planet. T Do you know what an inner planet is? T placed crayons on the table. S are drawing the planets in the book. T said just draw one planet from the book.

TEACH 4: Content Engagement

Provide students with multiple ways to engage with content

• 3

The following best describes what is observed:

1. Teacher's engagement strategies are aligned to the lesson objectives, and have a clear, intentional purpose.
2. Lesson contains balance of teacher-directed instruction and student-centered learning.
3. Teacher's strategies enable students to meet lesson objectives with appropriate scaffolding and differentiation. (Footnote 1)
4. Teacher allows students to practice, apply or demonstrate content mastery through discussion and/or writing about complex text, tasks or concepts.
5. Teacher models and implements appropriate strategies that teach or reinforce one of the following problem-solving types:
 - abstraction
 - categorization
 - drawing conclusions / justifying solutions
 - predicting outcomes
 - observing and experimenting
 - improving solutions
 - identifying relevant / irrelevant information
 - generating ideas
 - creating and designing

Evidence (Required):

10/19/2015 01:06 pm: T reading from the science basal. T pauses for students to say key words in the sentence. S are reciting facts chorally. T asked how does a day in Mars compare on Earth. S said it is just about the same. T asking questions from the basal.
10/19/2015 01:15 pm: S are looking at pictures of planets. T reaffirmed, those are planets. S explained what the moon look like. T what does it look like? S white and gray. T what is this? S sun. T What does it look like? T continued to review the pictures of solar system.
10/19/2015 01:17 pm: T show students a picture of the solar system. T asked what is this a picture of? S said solar system.
10/19/2015 01:19 pm: S are reading the definition of a solar system from the basal. T asked what is the sun made of? S said fire. T what about comet? T wrote the responses on the web.
10/19/2015 01:25 pm: S are looking for answer the questions with the text as they are trying to complete the sentence in the power point. T continued to review the terms using the power point slides.
10/19/2015 01:29 pm: T said we are going to do a demonstration. S walking around a student to demonstrate revolving. S are walking around another student while another student resembled the sun.
10/19/2015 01:31 pm: T said you are going to pick an inner planet. T Do you know what an inner planet is? T placed crayons on the table. S are drawing the planets in the book. T said just draw one planet from the book.
10/19/2015 01:39 pm: S presented on earth. S wrote responses from the book. Earth is 24 hours long. T said show everyone your picture then explain two things about the planet.

TEACH 5: Higher-Level Thinking Skills

• 2

The following best describes what is observed:

1. Teacher attempts to ensure the lesson develops higher-level thinking skills by engaging students in tasks and activities and/or discussions that build on a solid foundation of knowledge, but rarely brings students to higher order thinking.
2. Teacher models his or her own thought process for generating and asking questions, but does not ask students to develop their own questions.
3. Teacher provides minimal suggestions and redirects students by either telling the answer or then answering his or her own questions.
4. Teacher asks questions and includes tasks that rarely bring students to higher-order thinking.
5. Teacher requires students to cite evidence, but accepts irrelevant evidence when cited.
6. Teacher teaches one type of thinking that is not most relevant (or irrelevant) to the learning objectives / content, or the type of thinking does not include appropriate tasks, activities or strategies.

Evidence (Required):

10/19/2015 01:06 pm: T reading from the science basal. T pauses for students to say key words in the sentence. S are reciting facts chorally. T asked how does a day in Mars compare on Earth. S said it is just about the same. T asking questions from the basal.
10/19/2015 01:19 pm: S are reading the definition of a solar system from the basal. T asked what is the sun made of? S said fire. T what about comet? T wrote the responses on the web.
10/19/2015 01:25 pm: S are looking for answer the questions with the text as they are trying to complete the sentence in the power point. T continued to review the terms using the power point slides.
10/19/2015 01:31 pm: T said you are going to pick an inner planet. T Do you know what an inner planet is? T placed crayons on the table. S are drawing the planets in the book. T said just draw one planet from the book.
10/19/2015 01:33 pm: T assisted a student in finding the page as other students are drawing and writing 3 things about the planet. S (3) are drawing and coloring the planet. S asked what do I do now? S said you are going to write 3 things about the planet.
10/19/2015 01:37 pm: T asked questions to CFU: Explain what a moon is? Explain what a solar system is. What is a planet? S said a moon is.....revolves around stars. T what does rotation mean? What does revolution mean? S said to revolve...T said revolve into. T asked what does rotate mean as he tries to break down the question.
10/19/2015 01:39 pm: S presented on earth. S wrote responses from the book. Earth is 24 hours long. T said show everyone your picture then explain two things about the planet.

TEACH 6: Check for Understanding

Check for understanding and respond appropriately during the lesson

• 3

The following best describes what is observed:

1. Teacher checks for understanding of content by addressing misunderstandings with another approach / strategy.
2. Teacher circulates during instructional activities to support engagement and provide relevant feedback.
3. Teacher formatively assesses students' work in order to adjust instruction in real time.
4. Teacher uses scaffolding techniques so that students construct their own understandings.
5. Teacher is able to address / correct student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand.
6. Teacher utilizes a variety of methods to check for understanding.

Evidence (Required):

10/19/2015 01:06 pm: T reading from the science basal. T pauses for students to say key words in the sentence. S are reciting facts chorally. T asked how does a day in Mars compare on Earth. S said it is just about the same. T asking questions from the basal.
10/19/2015 01:07 pm: T asked a question to CFU: what type of mountains.....
10/19/2015 01:12 pm: S read the essential questions from the computer. S struggled to read the I can statement. T gave students markers. S are completing a story web. Question: What makes up the solar system? S placed key words around the question: stars, planets, moon, sun.
10/19/2015 01:15 pm: S are looking at pictures of planets. T reaffirmed, those are planets. S explained what the moon look like. T what does it look like? S white and gray. T what is this? S sun. T What does it look like? T continued to review the pictures of solar system.
10/19/2015 01:17 pm: T show students a picture of the solar system. T asked what is this a picture of? S said solar system.

10/19/2015 01:26 pm: T explains what an astroid was by saying it was a light.....T asked was does revolving mean. T said it goes around. S reading p. 155 in the text. 10/19/2015 01:33 pm: T assisted a student in finding the page as other students are drawing and writing 3 things about the planet. S (3) are drawing and coloring the planet. S asked what do I do now? S said you are going to write 3 things about the planet. 10/19/2015 01:37 pm: T asked questions to CFU: Explain what a moon is? Explain what a solar system is. What is a planet? S said a moon is.....revolves around stars. T what does rotation mean? What does revolution mean? S said to revolve...T said revolve into. T asked what does rotate mean as he tries to break down the question.

TEACH 7: Instructional Time

Maximize instructional time

- 3

The following best describes what is observed:

1. Teacher has instructional materials prepared by the start of class.
2. Teacher minimizes students' wait time.
3. Teacher spends an appropriate amount of time on each component of the lesson.
4. Teacher executes a coherently structured lesson that is appropriately paced (Footnote 11), such that students are almost never disengaged or left without anything meaningful to do.

Evidence (Required):

10/19/2015 01:15 pm: S are looking at pictures of planets. T reaffirmed, those are planets. S explained what the moon look like. T what does it look like? S white and gray. T what is this? S sun. T What does it look like? T continued to review the pictures of solar system. 10/19/2015 01:39 pm: T said good job and you can go back to your desk. T transitioned to get 2nd grade students.

Observer: Indicate which GenEd Addenda (below) were referenced in aligning and scoring this observation: Check all that apply - or "None" if no addenda were referenced.

- ESL

Average Observation Scores

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
15-16 Gen Ed (Obs)	1 of 4 1 of 4	19	35	7	2.714	10/20/2015
TOTAL:		19	35	7	2.714	

*The field above provides individual and cumulative observation averages. No action is required.

Observation Post-Conference

Area of Strength

Area of Strength:

- TEACH 6: Check for Understanding

Area for Improvement

Area for Improvement Indicator:

- TEACH 3: Appropriately Challenging Work

Level in which the Descriptor for Improvement is found:

- Level 2

Descriptor for Improvement:

- Descriptor 4

Next Steps

Next Steps (Required):

(Teach 3 Descriptor 4) The teacher needs to develop activities and tasks to match learning styles and learning levels of students. Activities planned should have a language base in which teacher is focused on the language barrier as well as the content deficiency. Activities should have more modeling of fluent reading and identifying alternatives for increasing comprehension using the vocabulary/word development. (Suggestion) Shift your responsibility as an ESL teacher in the classroom to target language and comprehension development using strategic strategies for increasing both areas. In addition, plan activities using a variety of resources in addition to the basal. Be creative in how you develop students understanding of new vocabulary words and understanding extended text applications. Last, Create a vocabulary board/list for students. Provide students with a pre and post assessment to track vocabulary and language development. In addition, always included a writing activity to support your lesson objective because as a student's writing increases so does their language and vice versa.