

14-15 GenEd Observation Announced

User Information

Name: Deandre Jackson (38768)
Building: 06-BOLTON HIGH
Grade: None
Assigned Administrator: Adler, Matthew
Submitted By: Adler, Matthew
Acknowledged By: Jackson, Deandre
Finalized By: Adler, Matthew

Title: Classroom Teacher Secondary
Department: None
Evaluation Type: 14-15 GenEd (Partial 2) New Hire or 1-2 Teacher
Evaluation Cycle: 01/08/2015 - 09/01/2015
Date Submitted: 02/11/2015 7:55 am CST
Date Acknowledged: 02/11/2015 5:31 pm CST
Date Finalized : 02/11/2015 7:22 pm CST

Date of Observation: 2/9/2015

Observation Lesson Title: Social Psychology - Perceptions

Observation Evidence

14-15 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 objectives to students in relationships 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 objectives, including connecting to prior knowledge.
5. Most students can explain or demonstrate what they are learning beyond simply repeating the stated or posted objectives.
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):

02/09/2015 09:54 am: Agenda and objectives posted for day.
02/09/2015 09:55 am: Six objectives posted related to personal relationships such as friendships and family interactions.
02/09/2015 10:13 am: Teacher "Today we're talking about why we choose certain friends."
02/09/2015 10:15 am: Teacher states objectives "Why we need friends and what factors are involved with choosing friends."
02/09/2015 10:17 am: Teacher "Why do you come together when anxious or afraid?" Provide example of when we come together. Students respond with hurt athlete at game, Hurricane Katrina, etc.
02/09/2015 10:23 am: Teacher reviews guided reading activity. Teacher has class provide answers. One student states all the answers.
02/09/2015 10:24 am: Teacher has vocab choices on board. Teacher reads different statements and calls on different students for correct choice. Teacher provides candy for students making correct choice.

TEACH 2: Explain Content

Explain content clearly and accurately

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

Evidence (Required):

02/09/2015 09:57 am: Teacher explains utility value.
02/09/2015 09:59 am: Teacher shows series of questions associated with pictures related to social behavior.
02/09/2015 10:04 am: Student states decisions should not be made on appearance only.
02/09/2015 10:06 am: Teacher shows video related to social psychology.
02/09/2015 10:07 am: Teacher introduces video clip related to perceptions.
02/09/2015 10:12 am: Teacher states video is an example of what class will be studying in social psychology unit.
02/09/2015 10:14 am: Teacher begins powerpoint and reviews new vocabulary with students.
02/09/2015 10:14 am: Most students follow along with powerpoint. Some side conversations and off task behavior observed.
02/09/2015 10:16 am: Teacher explains reason for having friends.
02/09/2015 10:18 am: Teacher explains psychology experiment related to social psychology.
02/09/2015 10:19 am: Teacher explains how friends are chosen.
02/09/2015 10:32 am: Teacher distributes quiz and instructs students to turn quiz in when complete.

TEACH 3: Appropriately Challenging Work

Engage students at all learning levels in appropriately challenging work

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The following best describes what is observed:

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

Evidence (Required):

02/09/2015 09:53 am: Bellwork requires students to answer three questions related to reward values such as stimulation and utility.
02/09/2015 09:54 am: Students required to explain reasoning for different questions.

02/09/2015 10:01 am: Teacher discusses questions with students. Which did you choose and why did you not choose other picture? Students state different rationale and reasoning.
02/09/2015 10:06 am: Teacher and students continue process of making choice based on pictures and rationale for choices.
02/09/2015 10:23 am: Teacher reviews guided reading activity. Teacher has class provide answers. One student states all the answers.
02/09/2015 10:24 am: Teacher has vocab choices on board. Teacher reads different statements and calls on different students for correct choice. Teacher provides candy for students making correct choice.
02/09/2015 10:29 am: Few students answer teacher questions.

TEACH 4: Content Engagement

Provide students with multiple ways to engage with content

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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 all 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):

02/09/2015 09:53 am: Bellwork requires students to answer three questions related to reward values such as stimulation and utility.

02/09/2015 09:57 am: Teacher reviews bellwork with students. Teacher reads first question and student responds. Teacher asks for any additions or elaborations but no student responds.

02/09/2015 09:58 am: Teacher covers all questions with student responses. Student states answer and teacher asks student for example.

02/09/2015 09:59 am: Teacher shows series of questions associated with pictures related to social behavior.

02/09/2015 10:00 am: Students begin side conversations based on pictures shown and questions asked.

02/09/2015 10:01 am: Teacher discusses questions with students. Which did you choose and why did you not choose other picture? Students state different rationale and reasoning.

02/09/2015 10:03 am: Teacher has students provide rationale for choices. Students engaged in whole class discussion.

02/09/2015 10:04 am: Student states decisions should not be made on appearance only.

02/09/2015 10:06 am: Teacher and students continue process of making choice based on pictures and rationale for choices.

02/09/2015 10:06 am: Teacher shows video related to social psychology.

02/09/2015 10:14 am: Most students follow along with powerpoint. Some side conversations and off task behavior observed.

02/09/2015 10:17 am: Teacher "Why do you come together when anxious or afraid?" Provide example of when we come together. Students respond with hurt athlete at game, Hurricane Katrina, etc.

02/09/2015 10:23 am: Teacher reviews guided reading activity. Teacher has class provide answers. One student states all the answers.

02/09/2015 10:24 am: Teacher has vocab choices on board. Teacher reads different statements and calls on different students for correct choice. Teacher provides candy for students making correct choice.

02/09/2015 10:27 am: Teacher reads different statements and has students answer question. Some students shout answers out while others don't say anything.

02/09/2015 10:29 am: Teacher starts review with multiple choice section followed by definitions.

02/09/2015 10:29 am: Few students answer teacher questions.

TEACH 5: Higher-Level Thinking Skills

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The following best describes what is observed:

1. Teacher ensures the lesson develops higher-level thinking skills (Footnote 9) by engaging students in activities, tasks and/or discussions that build on a solid foundation of knowledge.
2. Teacher models his or her thought process for generating and asking questions, so that students begin to generate their own questions. (Footnote 10)
3. Teacher provides helpful suggestions and/or redirects with questions, rather than simply providing the answers.
4. Teacher asks questions and includes tasks that move students beyond their initial thinking.
5. Teacher requires students to cite relevant evidence.
6. Teacher thoroughly teaches and engages students in tasks, activities or strategies that address **one** type of thinking relevant to learning objectives and content; these include:
 - analytical thinking - where students analyze, compare and contrast, and evaluate and explain information.
 - practical thinking - where students use, apply and implement what they learn in real-life scenarios.
 - creative thinking - where students create, design, imagine, suppose and generate a variety of ideas and alternatives.
 - research-based thinking - where students explore and review a variety of ideas, models and solutions to problems.

Evidence (Required):

02/09/2015 09:54 am: Students required to explain reasoning for different questions.

02/09/2015 10:01 am: Teacher discusses questions with students. Which did you choose and why did you not choose other picture? Students state different rationale and reasoning.

02/09/2015 10:03 am: Teacher has students provide rationale for choices. Students engaged in whole class discussion.

02/09/2015 10:04 am: Student states decisions should not be made on appearance only.

02/09/2015 10:06 am: Teacher and students continue process of making choice based on pictures and rationale for choices.

02/09/2015 10:23 am: Teacher reviews guided reading activity. Teacher has class provide answers. One student states all the answers.

02/09/2015 10:24 am: Teacher has vocab choices on board. Teacher reads different statements and calls on different students for correct choice. Teacher provides candy for students making correct choice.

TEACH 6: Check for Understanding

Check for understanding and respond appropriately during the lesson

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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):

02/09/2015 09:53 am: Bellwork requires students to answer three questions related to reward values such as stimulation and utility.

02/09/2015 09:54 am: Students required to explain reasoning for different questions.

02/09/2015 09:57 am: Teacher reviews bellwork with students. Teacher reads first question and student responds. Teacher asks for any additions or elaborations but no student responds.
 02/09/2015 09:58 am: Teacher covers all questions with student responses. Student states answer and teacher asks student for example.
 02/09/2015 10:01 am: Teacher discusses questions with students. Which did you choose and why and why did you not choose other picture? Students state different rationale and reasoning.
 02/09/2015 10:06 am: Teacher and students continue process of making choice based on pictures and rationale for choices.
 02/09/2015 10:15 am: T "What is social psychology?" S responds correctly.
 02/09/2015 10:16 am: T "What is social cognition?" S responds correctly.
 02/09/2015 10:17 am: Teacher "Why do you come together when anxious or afraid?" Provide example of when we come together. Students respond with hurt athlete at game, Hurricane Katrina, etc.
 02/09/2015 10:20 am: T "What is stimulation value?" S responds correctly, T 'What is utility value and ego support value?' Students respond.
 02/09/2015 10:23 am: Teacher reviews guided reading activity. Teacher has class provide answers. One student states all the answers.
 02/09/2015 10:24 am: Teacher has vocab choices on board. Teacher reads different statements and calls on different students for correct choice. Teacher provides candy for students making correct choice.
 02/09/2015 10:27 am: Teacher reads different statements and has students answer question. Some students shout answers out while others don't say anything.
 02/09/2015 10:29 am: Teacher starts review with multiple choice section followed by definitions.
 02/09/2015 10:29 am: Few students answer teacher questions.

TEACH 7: Instructional Time

Maximize instructional time

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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):

02/09/2015 09:53 am: Teacher instructs students to work on bellwork. Teacher takes attendance during student work.
 02/09/2015 09:53 am: Bellwork requires students to answer three questions related to reward values such as stimulation and utility.
 02/09/2015 10:00 am: Students begin side conversations based on pictures shown and questions asked.
 02/09/2015 10:03 am: Teacher has students provide rationale for choices. Students engaged in whole class discussion.
 02/09/2015 10:13 am: Teacher distributes guided notes.
 02/09/2015 10:14 am: Most students follow along with powerpoint. Some side conversations and off task behavior observed.
 02/09/2015 10:23 am: Teacher reviews guided reading activity. Teacher has class provide answers. One student states all the answers.
 02/09/2015 10:24 am: Teacher has vocab choices on board. Teacher reads different statements and calls on different students for correct choice. Teacher provides candy for students making correct choice.
 02/09/2015 10:26 am: Teacher has students take out materials to review for test during next lesson.
 02/09/2015 10:27 am: Teacher reads different statements and has students answer question. Some students shout answers out while others don't say anything.
 02/09/2015 10:29 am: Teacher starts review with multiple choice section followed by definitions.
 02/09/2015 10:29 am: Few students answer teacher questions.
 02/09/2015 10:31 am: Teacher has students look over notes and prepares to give a short quiz.
 02/09/2015 10:32 am: Teacher distributes quiz and instructs students to turn quiz in when complete.

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.

- None of the addenda were referenced

Average Observation Scores

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	
+ 14-15 Gen Ed (Obs)	2 of 2 2 of 2	40	70	14	2.857	03/27/2015	
+ 14-15 Professionalism (Obs)	0 of 1 0 of 1	0	0	0	0	N/A	
+ 14-15 Professionalism (Self)	0 of 1 0 of 1	12	20	4	3	N/A	
TOTAL:		52	90	18	2.889		

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

Observation Post-Conference

Area of Strength

Area of Strength:

- TEACH 2: Explain Content

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 1

Next Steps

Next Steps (Required):

The teacher should use cold calling strategy to provide an opportunity for all students to be engaged with the lesson and understand the expectation to participate. It is also a great way to make certain all students are mastering the objective while being challenged to participate.

Cold Calling Strategy:

In cold calling you let your class know you will call on them and expect an answer. You will not accept "I don't know." You stick with them, using follow up questions and explanations to solicit a response. Sooner or later, everyone is prepared for the question, not just a select few.

Cold Calling has three advantages:

- It allows you to effectively and systematically check for understanding. You don't just want to check the students who volunteer. You also want to know how the other students are doing.
 - Cold calling increases the speed both in terms of the perceived speed (the illusion of speed) and the actual speed with which you cover new material. You don't ask "Who can tell me about social psychology?" and then scan the room for hands. You no longer dangle hints to get participation.
 - Cold calling distributes work (engagement) more broadly across the classroom. It actually encourages those students who would not volunteer, but know the answer, to participate. It can also let them know you value their opinion, when an opinion is important.
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