

14-15 GenEd Observation Unannounced #1

User Information

Name: Deandre Jackson (38768)	Title: Classroom Teacher Secondary
Building: 06-BOLTON HIGH	Department: None
Grade: None	Evaluation Type: 14-15 GenEd (Partial 2) New Hire or 1-2 Teacher
Assigned Administrator: Adler, Matthew	Evaluation Cycle: 01/08/2015 - 09/01/2015
Submitted By: Adler, Matthew	Date Submitted: 03/27/2015 9:32 am CDT
Acknowledged By: Jackson, Deandre	Date Acknowledged: 03/30/2015 2:51 pm CDT
Finalized By: Adler, Matthew	Date Finalized : 03/30/2015 2:52 pm CDT

Date of Observation: 3/26/2015

Observation Lesson Title: Hypnosis and Consciousness Alterations

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):

03/26/2015 09:53 am: T "Today we're going to view a video on hypnosis" and explains agenda for day.
03/26/2015 09:55 am: T Objective posted "Describe how hypnosis relates to consciousness."
03/26/2015 10:00 am: T "In groups you will research for biofeedback and meditation." T distributes handout to groups.
03/26/2015 10:02 am: Questions on handout relate to hypnosis and it's application.

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 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):

03/26/2015 10:12 am: T reviews questions with students.
03/26/2015 10:14 am: T "Did anyone read example about hypnosis? S "it was about feet." T explains how hypnosis works.
03/26/2015 10:15 am: T completes review of questions and gives groups 5 minutes to complete last parts of handout.
03/26/2015 10:20 am: T brings whole class together and reviews last three questions on handout.
03/26/2015 10:32 am: Teacher instructs students to keep handout for notes. Class ends.

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 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):

03/26/2015 09:55 am: Most students pay attention to video. Some female students near back engage in conversation.
03/26/2015 10:00 am: T "In groups you will research for biofeedback and meditation." T distributes handout to groups.
03/26/2015 10:02 am: Questions on handout relate to hypnosis and it's application.
03/26/2015 10:14 am: T "Can a person do things against their will? S "No" T "Why?" S states rationale.
03/26/2015 10:17 am: Some students talk, others work independently, others copy from each other.
03/26/2015 10:23 am: T calls on group to do scene from previous lesson. Scene relates to drug use.
03/26/2015 10:27 am: Teacher attempts to get two more volunteers but students are reluctant. Two students agree to show scene to class.
03/26/2015 10:28 am: While students complete scene other classmates engage in other activities. Some pay attention.
03/26/2015 10:30 am: Teacher has students complete Guided Reading Activity 7-3 which requires students to fill in blanks from word bank during last five minutes of class.
03/26/2015 10:31 am: Few students dominate answering while others sit quietly or fill in words.

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 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):

03/26/2015 09:53 am: Teacher plays video "Hypnosis: Real or Whack?"

03/26/2015 09:55 am: Most students pay attention to video. Some female students near back engage in conversation.

03/26/2015 09:59 am: T "Do you think it's real?" S "Whack because they seem staged."

03/26/2015 10:00 am: T "In groups you will research for biofeedback and meditation." T distributes handout to groups.

03/26/2015 10:02 am: Questions on handout relate to hypnosis and it's application.

03/26/2015 10:06 am: Students work on completing questions from handout.

03/26/2015 10:12 am: Teacher asks questions and student volunteers state answers.

03/26/2015 10:14 am: T "Can a person do things against their will? S "No" T "Why?" S states rationale.

03/26/2015 10:23 am: T calls on group to do scene from previous lesson. Scene relates to drug use.

03/26/2015 10:27 am: Teacher attempts to get two more volunteers but students are reluctant. Two students agree to show scene to class.

03/26/2015 10:30 am: Teacher has students complete Guided Reading Activity 7-3 which requires students to fill in blanks from word bank during last five minutes of class.

TEACH 5: Higher-Level Thinking Skills

• 3

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):

03/26/2015 10:14 am: T "Can a person do things against their will? S "No" T "Why?" S states rationale.

03/26/2015 10:23 am: T calls on group to do scene from previous lesson. Scene relates to drug use.

03/26/2015 10:27 am: Teacher attempts to get two more volunteers but students are reluctant. Two students agree to show scene to class.

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):

03/26/2015 09:59 am: T "Do you think it's real?" S "Whack because they seem staged."

03/26/2015 10:06 am: Students work on completing questions from handout.

03/26/2015 10:11 am: Teacher brings whole class together and circulates around to see group progress.

03/26/2015 10:12 am: T reviews questions with students.

03/26/2015 10:12 am: Teacher asks questions and student volunteers state answers.

03/26/2015 10:20 am: T brings whole class together and reviews last three questions on handout.

03/26/2015 10:21 am: Teacher reviews previous lesson. T "What effects do drugs have on consciousness?" S "time distortion, kills brain cells, hallucinations."

03/26/2015 10:22 am: T "What is drug abuse?" Students respond correctly.

03/26/2015 10:31 am: Teacher reads through passage and students state answers for each blank.

03/26/2015 10:31 am: Few students dominate answering while others sit quietly or fill in words.

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):

03/26/2015 09:53 am: Teacher plays video "Hypnosis: Real or Whack?"

03/26/2015 09:55 am: Most students pay attention to video. Some female students near back engage in conversation.

03/26/2015 10:00 am: T "In groups you will research for biofeedback and meditation." T distributes handout to groups.

03/26/2015 10:01 am: T states groups will have 10 minutes to complete handout.

03/26/2015 10:15 am: T completes review of questions and gives groups 5 minutes to complete last parts of handout.

03/26/2015 10:17 am: Some students talk, others work independently, others copy from each other.
 03/26/2015 10:28 am: While students complete scene other classmates engage in other activities. Some pay attention.
 03/26/2015 10:30 am: Teacher has students complete Guided Reading Activity 7-3 which requires students to fill in blanks from word bank during last five minutes of class.
 03/26/2015 10:32 am: Teacher instructs students to keep handout for notes. Class ends.

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)	1 of 1 1 of 1	12	20	4	3	04/06/2015
14-15 Professionalism (Self)	1 of 1 1 of 1	12	20	4	3	03/30/2015
TOTAL:		64	110	22	2.909	

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

Observation Post-Conference

Area of Strength

Area of Strength:

- TEACH 1: Objective-Driven Lessons

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):

1. Teacher attempts to engage students in appropriately challenging work by reaching all students; however, there is no evidence of challenge for all students.

The teacher used grouping as an instructional strategy within this lesson. Collaborative groups are good for student learning if implemented and facilitated correctly. To improve on this lesson the teacher should create groups based on ability level and used tiered assignments to assign different groups different questions based on current understanding of material. The teacher could follow group work with whole group discussion so all students can extend their own learning.

Instructional Strategy:

Tiered Assignments - Tiered Assignments are one way to differentiate the curriculum for heterogeneous classrooms. The content and objectives are the same, but the levels of tasks are varied according to the students' readiness level their background knowledge and skills related to the learning objective. This practice ensures that students understand the information at their level of challenge because it builds on what they already know. Assignments at each tier should be interesting and challenging to avoid students' perception that we expect less of some students than others. Students are very sensitive to the labeling of themselves and their peers.

Use the tiered assignments within the groups or separate the questions between groups to get more students engaged and to increase student accountability.