

16-17 GenEd Observation Unannounced #1

User Information

Name: Deandre Jackson (38768)
Building: 05-HIGHLAND OAKS ELEMENTARY
Grade: None
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Submitted By: Henry, Julie
Acknowledged By: Jackson, Deandre
Finalized By: Henry, Julie

Title: Classroom Teacher ESL
Department: None
Evaluation Type: 16_17 GenEd Global
Evaluation Cycle: 09/15/2016 - 09/15/2017
Date Submitted: 02/06/2017 12:43 pm CST
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Date of Observation: 1/30/2017

Observation Lesson Title: Classifying information and identifying ea and ee

Observation Evidence

16-17 Gen Ed Teach 1 (Obs)

TEACH 1: Objective-Driven Lessons

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

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For Level 4- Evidence fully supporting Level 3 is present, as well as one of the following:

1. Teacher provides clear explanation and/or modeling of what mastering objective(s) and/or exemplary student work looks like.
2. Teacher actively and effectively engages students in the process of connecting the lesson with their prior knowledge.
3. Most students can explain or demonstrate the lesson objective(s) within the context of the related standard(s) and tell or demonstrate the importance of their learning.
4. Students model or explain mastery to other students.
5. All students can describe how their learning will be assessed. (footnote 2)

Evidence (Required):

01/30/2017 09:19 am: On display - story about food. teacher asks: where do oranges come from? Chicken? eggs?

01/30/2017 09:20 am: student: McDonalds. t: before McD's where does it come from? s: a cow. t: right.

01/30/2017 09:20 am: Oranges grow on trees. Milk? he reads milk comes from cows, cows are animals. everybody say wheat. ss: wheat.

01/30/2017 09:22 am: omelets are made from eggs, eggs from chickens. teacher have any of you eaten an omelet before? student: no that's gross. I've never eaten that and it is gross. t: do you eat eggs? student: yes. t: do you eat eggs with cheese? student: no! teacher you should try it it's good.

01/30/2017 09:22 am: Hamburger comes from beef. beef comes from cattle. s: what is cattle? t: cattle are cows.

01/30/2017 09:23 am: popcorn comes from corn. teacher daniel read this: Daniel reads: Popcorn comes from corn. Corn is a seed from a corn plant.

01/30/2017 09:24 am: cheese is made from milk. milk comes from cows. Where does pizza come from? What is crust? Students bread. teacher right so crust is made from wheat. the sauce is made from... Students tomatoes - teacher a plant.

01/30/2017 09:24 am: T lets go over discussion questions: how are bagels and popcorn alike? Students - they grow. teacher from where? student: they grow from plants.

01/30/2017 09:26 am: T how are they different? (bagel and popcorn). student: because the bagel is a circle and the popcorn is different. teacher yes they look different. what else makes them different? s: popcorn comes from a corn seed and bagel is from wheat seed.

01/30/2017 09:27 am: Miguel: we learned about the food we eat. teacher and what did we learn? s: where food comes from. teacher right our essential question was Where does food come from.

01/30/2017 09:27 am: What plant does pizza come from? Students wheat - pepperoni come out of a pig - tomatoe - milk from a cow for the cheese...

01/30/2017 09:28 am: Last question: student: interrupts - you have to put it in the furnace. teacher ok so what if you only eat food from plants. student: my mom doesn't eat meat. teacher why not? student: because everytime she eats meat... student: shakes her head.

01/30/2017 09:29 am: T some people don't like to eat animals products because they don't want to kill animals. But I love animals, but I like to eat meat. the Lion eats gazelles....

01/30/2017 09:31 am: teacher ok on your worksheet you will draw four types of food and you will put a check whether it is a plant or an animal. I want you to pick foods from out of this book or you may make up your own foods.

01/30/2017 09:32 am: everybody look up here. Draw something in the first box labeled "Food" - then you will check whether it is a plant or an animal. Again, you may use the book to select foods or you may draw from memory.

01/30/2017 09:33 am: teacher what is this Nicole? n says an orange. teacher so is that a plant or an animal? N: a plant. teacher ok so put your check in this column right here. teacher continues to walk around and monitor student: progress.

01/30/2017 09:38 am: on board Standard: Ask and answer questions about key details; use illustrations and details in a text to describe it's key details.

01/30/2017 09:38 am: Lesson ObjectivesL Connect to prior knowledge to understand text; classify information; identify vowel digraphs ea and ee.

01/30/2017 09:38 am: Essential Questions: Where does food come from?

01/30/2017 09:49 am: Ok so today we are going to talk about long e - so with head the ea actually makes a long e or short e sound? Students all say short e. T right so listen for the sound. Ok next word, - Students all say eats. T right - spell it.

Rubric Score: 4/5

16-17 Gen Ed Teach 2 (Obs)

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 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 precise.
6. Teacher demonstrates appropriate adjustments and alternative ways to explain concepts effectively.
7. Students may ask some clarifying questions providing information and feedback that the teacher uses to monitor and adjust instruction.
8. Teacher models to demonstrate performance expectations.

Evidence (Required):

01/30/2017 09:24 am: T lets go over discussion questions: how are bagels and popcorn alike? Students - they grow. teacher from where? student: they grow from plants.

01/30/2017 09:26 am: T how are they different? (bagel and popcorn). student: because the bagel is a circle and the popcorn is different. teacher yes they look different. what else makes them different? s: popcorn comes from a corn seed and bagel is from wheat seed.

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eat meat. teacher why not? student: because everytime she eats meat... student: shakes her head.
 01/30/2017 09:29 am: T some people don't like to eat animals products because they don't want to kill animals. But I love animals, but I like to eat meat. the Lion eats gazelles....
 01/30/2017 09:31 am: teacher ok on your worksheet you will draw four types of food and you will put a check whether it is a plant or an animal. I want you to pick foods from out of this book or you may make up your own foods.
 01/30/2017 09:32 am: everybody look up here. Draw something in the first box labeled "Food" - then you will check whether it is a plant or an animal. Again, you may use the book to select foods or you may draw from memory.
 01/30/2017 09:33 am: teacher what is this Nicole? n says an orange. teacher so is that a plant or an animal? N: a plant. teacher ok so put your check in this column right here. teacher continues to walk around and monitor student: progress.
 01/30/2017 09:34 am: teacher restates to draw different things. He asks: what is something you eat at home? what else? do you eat chicken? tortillas? tamales?
 01/30/2017 09:43 am: teacher has blue and red blocks on table. he says: ok everyone look up here. Tell me some words that have the long E sound: we are working on ea and ee.
 01/30/2017 09:44 am: Teacher holds up cards with words using ea: ok what is this word? ss: dead. teacher says yes dead has the long e sound. he writes the word on the board, circles the "ea" and says dead has the long e sound.
 01/30/2017 09:45 am: Head, eagles, sea are also used as examples. He does not differentiate between the "ea" used as long e sound or short e sound.
 01/30/2017 09:46 am: Ok now we are going to play a game. You have to find the words to spell the word that we are discussing. Students are split into two teams. They have magnetized letters in tubs to look thru to find the letters to spell.
 01/30/2017 09:48 am: Next word: head. ok - they begin looking for letters. Remember it is important to learn how to spell words.
 01/30/2017 09:48 am: Mr. Jackson they wrong right here. student: picks up a capitol letter H. teacher asks why are they wrong. N says yeah that is still an H. student: oh....
 01/30/2017 09:52 am: Students look for letters. one group finishes quickly - ok good job. look up here - one more: eagles. on your mark get set, go! Students quickly begin. student: asks how do we spell it? teacher says eagles, ea g g g les. Students keep lookiing for it.... Students spelled it ealgs. teacher says sound it out - ea ggg les... eaggllles.... Students begin to rearrange their letters.
 01/30/2017 09:52 am: ok lets look. eagls. he separates the l and student: and sounds out the word and adds the missing e.
 01/30/2017 09:54 am: teacher alright so all of these words have the long E sound. what is this first word? he gives the J sound and students say Jeans. Ok so next word is tricky - sometimes the k is silent; Students knee. next - Students reindeer - teacher just deer.
 01/30/2017 09:55 am: what is next word? student: eagle. ok last word? ss: jeep. T: ok so remember to write your name on the top and connect the picture to the right word.
 01/30/2017 09:43 am: teacher has blue and red blocks on table. he says: ok everyone look up here. Tell me some words that have the long E sound: we are working on ea and ee.
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Rubric Score: 3/5

16-17 Gen Ed Teach 3 (Obs)

TEACH 3: Appropriately Challenging Work

Engage students at all learning levels in appropriately challenging work

- 3

The following best describes what is observed:

1. Teacher engages students in appropriately challenging work by reaching most students. (Footnote 4)
2. Teacher challenges students. (Footnote 5)
3. Teacher meets students' at appropriate learning levels/styles. (Footnote 6)
4. Teacher includes appropriately complex texts, tasks and activities to support students' mastery of objective(s). (Footnote 7)
5. Teacher incorporates activities and materials that sustain student attention at appropriate learning levels/styles throughout the lesson.

Evidence (Required):

01/30/2017 09:31 am: teacher ok on your worksheet you will draw four types of food and you will put a check whether it is a plant or an animal. I want you to pick foods from out of this book or you may make up your own foods.
 01/30/2017 09:32 am: everybody look up here. Draw something in the first box labeled "Food" - then you will check whether it is a plant or an animal. Again, you may use the book to select foods or you may draw from memory.
 01/30/2017 09:33 am: teacher what is this Nicole? n says an orange. teacher so is that a plant or an animal? N: a plant. teacher ok so put your check in this column right here. teacher continues to walk around and monitor student: progress.
 01/30/2017 09:41 am: teacher ok s each of you draw one of your food choices on the board and mark whether it is a plant or an animal, then move to our next station. Students take turns and draw their items: French fry marked plant; orange - plant; strawberry - plant; pizza - marked plant and animal; blueberry - plant.
 01/30/2017 09:43 am: teacher has blue and red blocks on table. he says: ok everyone look up here. Tell me some words that have the long E sound: we are working on ea and ee.
 01/30/2017 09:44 am: Teacher holds up cards with words using ea: ok what is this word? ss: dead. teacher says yes dead has the long e sound. he writes the word on the board, circles the "ea" and says dead has the long e sound.
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 01/30/2017 09:55 am: what is next word? student: eagle. ok last word? ss: jeep. T: ok so remember to write your name on the top and connect the picture to the right word.

Rubric Score: 3/5

16-17 Gen Ed Teach 4 (Obs)

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 objective(s) and have a clear, intentional purpose.
2. Lesson has a balance of teacher-directed instruction and student-centered learning.

3. Teacher allows students to practice, apply and demonstrate content mastery through discussion and/or writing about complex texts, tasks or concepts.
4. Teacher allows students to practice, apply and demonstrate content mastery through discussion and/or writing about complex texts, 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):

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 01/30/2017 09:20 am: Oranges grow on trees. Milk? he reads milk comes from cows, cows are animals. everybody say wheat. ss: wheat.
 01/30/2017 09:22 am: omelets are made from eggs, eggs from chickens. teacher have any of you eaten an omelet before? student: no that's gross. I've never eaten that and it is gross. t: do you eat eggs? student: yes. t: do you eat eggs with cheese? student: no! teacher you should try it it's good.
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 01/30/2017 09:33 am: teacher what is this Nicole? n says an orange. teacher so is that a plant or an animal? N: a plant. teacher ok so put your check in this column right here. teacher continues to walk around and monitor student: progress.
 01/30/2017 09:34 am: Students are actively drawing and responding to the teacher. I hear the Students make these statements:
 01/30/2017 09:35 am: I need the book.... I need to draw an egg, egg, egg.... No tamales are gross.... Mr. Jackson what does this say.... pizza pizza pizza.... I want to draw a hamburger, kind of like a Big Mac...
 01/30/2017 09:37 am: teacher hey I see that you drew plants and animals, good job. student: asks: is tortilla yellow?
 01/30/2017 09:41 am: teacher ok s each of you draw one of your food choices on the board and mark whether it is a plant or an animal, then move to our next station. Students take turns and draw their items: French fry marked plant; orange - plant; strawberry - plant; pizza - marked plant and animal; blueberry - plant.
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 01/30/2017 09:55 am: what is next word? student: eagle. ok last word? ss: jeep. T: ok so remember to write your name on the top and connect the picture to the right word.
 01/30/2017 09:56 am: As ss finish they hand in their sheet and line up quietly at the door. student: what is this word? teacher jeans, j, j, jeans. student: repeats: j j jeans.
 01/30/2017 09:57 am: teacher asks are you listening owen? Owen says yes. Ok finish and line up. teacher asks: what is this? student: a car. teacher says j j jeep.... student: draws the line, hands in his paper and lines up.

Rubric Score: 3/5

16-17 Gen Ed Teach 5 (Obs)

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):

01/30/2017 09:31 am: teacher ok on your worksheet you will draw four types of food and you will put a check whether it is a plant or an animal. I want you to pick foods from out of this book or you may make up your own foods.
 01/30/2017 09:32 am: everybody look up here. Draw something in the first box labeled "Food" - then you will check whether it is a plant or an animal. Again, you may use the book to select foods or you may draw from memory.
 01/30/2017 09:33 am: teacher what is this Nicole? n says an orange. teacher so is that a plant or an animal? N: a plant. teacher ok so put your check in this column right here. teacher continues to walk around and monitor student: progress.

Rubric Score: 3/5

16-17 Gen Ed Teach 6 (Obs)

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 not understand.
6. Teacher utilizes a variety of methods to check for understanding.

Evidence (Required):

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 01/30/2017 09:26 am: T how are they different? (bagel and popcorn). student: because the bagel is a circle and the popcorn is different. teacher yes they look different. what else makes them different? s: popcorn comes from a corn seed and bagel is from wheat seed.
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 01/30/2017 09:57 am: teacher asks are you listening owen? Owen says yes. Ok finish and line up. teacher asks: what is this? student: a car. teacher says j j jeep.... student: draws the line, hands in his paper and lines up.

Rubric Score: 3/5

16-17 Gen Ed Teach 7 (Obs)

TEACH 7: Instructional Time

Maximize instructional time

- 4
- For Level 4- Evidence fully supporting Level 3 is present, as well as one of the following:

1. Teacher executes a coherently structured lesson at an appropriate pace such that students are never disengaged and left without anything meaningful to do.
2. Teacher provides opportunities for students who finish work early to engage in meaningful activities that extend and refine learning.
3. Teacher structures the lesson so that student transitions do not interrupt the flow of the lesson.

Evidence (Required):

01/30/2017 09:18 am: teacher lets start our story. Owen do me a favor? Owen: yes sir. T: hand me that yard stick.
 01/30/2017 09:19 am: student: stands at laptop ready to push next for t. teacher is sitting by projected screen. He uses yard stick to point out words to show students.
 01/30/2017 09:30 am: T ok move to our station. Go ahead and get a pencil. Ss move to the area. teacher has pencil boxes, pencils and worksheets available for all ss.
 01/30/2017 09:37 am: teacher ok two more minutes. 9:37.
 01/30/2017 09:38 am: on board Standard: Ask and answer questions about key details; use illustrations and details in a text to describe it's key details.
 01/30/2017 09:38 am: Lesson ObjectivesL Connect to prior knowledge to understand text; classify information; identify vowel digraphs ea and ee.
 01/30/2017 09:38 am: Essential Questions: Where does food come from?
 01/30/2017 09:53 am: teacher ok so put all the blocks back into the tub. We have one more thing to do before we go. Students clean up their blocks. teacher ok have a seat. Students sit down. teacher hands out paper and pencils.
 01/30/2017 09:56 am: As ss finish they hand in their sheet and line up quietly at the door. student: what is this word? teacher jeans, j, j, jeans. student: repeats: j j jeans.
 01/30/2017 09:57 am: teacher asks are you listening owen? Owen says yes. Ok finish and line up. teacher asks: what is this? student: a car. teacher says j j jeep.... student: draws the line, hands in his paper and lines up.
 01/30/2017 09:57 am: T meets Students at door and walks them back to homerooms.

Rubric Score: 4/5

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

Click [HERE](#) to access the 2016-17 Addenda. The new addenda document will open in a separate tab. To navigate back to this form, return to this tab in your browser.

Average Observation Scores

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
16-17 Gen Ed Teach 1 (Obs)	1 of 1 1 of 1	4	5	1	4	02/06/2017
16-17 Gen Ed Teach 2 (Obs)	1 of 1 1 of 1	3	5	1	3	02/06/2017
16-17 Gen Ed Teach 3 (Obs)	1 of 1 1 of 1	3	5	1	3	02/06/2017
16-17 Gen Ed Teach 4 (Obs)	1 of 1 1 of 1	3	5	1	3	02/06/2017
16-17 Gen Ed Teach 5 (Obs)	1 of 1 1 of 1	3	5	1	3	02/06/2017
16-17 Gen Ed Teach 6 (Obs)	1 of 1 1 of 1	3	5	1	3	02/06/2017

16-17 Gen Ed Teach 7 (Obs)	1 of 1	4	5	1	4	02/06/2017
TOTAL:	1 of 1	23	35	7	3.286	

*The field above provides an individual observation average. No action is required.

Observation Post-Conference

Area of Strength

Area of Strength:

- TEACH 7: Instructional Time

Area for Improvement

Area for Improvement Indicator:

- TEACH 2: Explain Content

Level in which the Descriptor for Improvement is found:

- Level 3

Descriptor for Improvement:

- Descriptor 1

Next Steps

Next Steps (Required):

Snapshot of the lesson:

Teacher led the students in a discussion about classifying information by use of a powerpoint and selected segments of text passages discussing food and where the different items came from. At the conclusion of this part of the lesson, the teacher then had the students do a task on table wherein the students had to come up with their own food item and classify the item on a chart. Students were then able to place one of their items on the whiteboard before moving into the next part of the lesson to discuss the long E vowel sound, with ea and ee. Students played a game in teams to quickly spell words that used ea and ee for the long E sound. Then students had to fill out a worksheet where they drew lines between the word and the illustration. The teacher used this time as a way to build vocabulary as well (car vs jeep).

Strength of Lesson - Domain 7:

The teacher had the materials prepared on the tables ready to go. The students knew where to move for each activity and what the routines and procedures were.

Area of Improvement - Domain 2, Level 3, Descriptor 1:

The teacher was focusing on ea and ee, long vowel E sounds, however, several of the examples he used when teaching the lesson were the short e sound, dead and head.

01/30/2017 09:44 am: Teacher holds up cards with words using ea: ok what is this word? ss: dead. teacher says yes dead has the long e sound. he writes the word on the board, circles the "ea" and says dead has the long e sound.

01/30/2017 09:45 am: Head, eagles, sea are also used as examples. He does not differentiate between the "ea" used as long e sound or short e sound. In future lessons, the teacher will make sure he provides illustrations and words that accurately match the objective of the lesson. The teacher did make a quick review of the difference between long e and short e sounds once his attention was drawn to the fact that he was using short e examples for long e lesson.

01/30/2017 09:49 am: Ok so today we are going to talk about long e - so with head the ea actually makes a long e or short e sound? Students all say short e. T right so listen for the sound. Ok next word, - Students all say eats. T right - spell it.