

15-16 GenEd Observation Unannounced #1

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: James, Marchera	Evaluation Cycle: 09/02/2015 - 09/01/2016
Submitted By: James, Marchera	Date Submitted: 03/07/2016 10:23 am CST
Acknowledged By: Jackson, Deandre	Date Acknowledged: 03/07/2016 10:28 am CST
Finalized By: James, Marchera	Date Finalized : 04/12/2016 7:53 pm CDT

Date of Observation: 12/11/2015

Observation Lesson Title: Pronouns

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):

12/11/2015 02:20 pm: information on the board states that the students are working on pronouns.

12/11/2015 02:23 pm: Teacher lets review our I can statements

12/11/2015 02:24 pm: Teacher why is important to be able to read and use target vocabulary words

12/11/2015 02:24 pm: Teacher I want you to be able to know what the appropriate pronoun that yo use in a sentence...

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):

12/11/2015 02:16 pm: Teacher girls pick one

12/11/2015 02:18 pm: Teacher is drum a pronoun

12/11/2015 02:18 pm: Student no

12/11/2015 02:22 pm: Teacher goes to the anchor chart...look you guys this is all we are reviewing in this game.

12/11/2015 02:23 pm: Teacher reads the questions to the students...

12/11/2015 02:24 pm: Teacher I want you to be able to know what the appropriate pronoun that yo use in a sentence...

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):

12/11/2015 02:16 pm: Roberto help him out...

12/11/2015 02:16 pm: Teacher Look at the chart and where you see the word singular

12/11/2015 02:16 pm: Teacher girls pick one

12/11/2015 02:18 pm: Teacher " I went to the store to buy us a -- -

12/11/2015 02:18 pm: Student no

12/11/2015 02:24 pm: Teacher I want you to be able to know what the appropriate pronoun that yo use in a sentence...

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):

- 12/11/2015 02:16 pm: Teacher girls pick one
- 12/11/2015 02:18 pm: Teacher " I went to the store to buy us a -- -
- 12/11/2015 02:19 pm: Student plural means more than one...
- 12/11/2015 02:21 pm: Student reads the sentence aloud...the student responds by answering the question.

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):

No evidence coded to this indicator. However; the evidence related to this indicator has been coded to other indicators.

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):

- 12/11/2015 02:18 pm: Teacher " I went to the store to buy us a -- -
- 12/11/2015 02:18 pm: Teacher is drum a pronoun
- 12/11/2015 02:19 pm: Student plural means more than one...
- 12/11/2015 02:22 pm: Teacher goes to the anchor chart...look you guys this is all we are reviewing in this game.
- 12/11/2015 02:24 pm: Student they are 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):

No evidence coded to this indicator. However; the evidence related to this indicator has been coded to other indicators.

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)	4 of 4 4 of 4	82	140	28	2.929	03/30/2016
TOTAL:		82	140	28	2.929	

Observation Post-Conference

Area of Strength

Area of Strength:

- TEACH 1: Objective-Driven Lessons

Area for Improvement

Area for Improvement Indicator:

- TEACH 5: Higher-Level Thinking Skills

Level in which the Descriptor for Improvement is found:

- Level 3

Descriptor for Improvement:

- Descriptor 3

Next Steps

Next Steps (Required):

Dr. Robinson will work closely with the teacher to assist in meeting the expectations of the ESL program and its effects on teaching and learning at HES.