Half Hollow Hills
CENTRAL SCHOOL DISTRICT

Teacher Pre-Observation and Lesson Plan

User Information

ame: MARY REDDEN (11222)	Title: TEACHER
uilding: HS EAST	Department: HS SPED
rade: None	Evaluation Type: Teacher 3
ssigned Administrator: TROTTER, NAIMAH	Evaluation Cycle: 09/01/2018 - 06/30/2019
ubmitted By: REDDEN, MARY	Date Submitted: 02/24/2019 9:30 pm EST
cknowledged By: N/A	Date Acknowledged: Unacknowledged
inalized By: TROTTER, NAIMAH	Date Finalized : 02/27/2019 7:39 am EST

Date of Pre-Observation Conferer 2/26/2019

Date of Observation: 2/28/2019

Grade Level/Subject/Period (or Time) 9th &10th Living Environment

Students

1. Briefly describe the students in this class, including those with special needs. How have you used this information to plan for this lesson?

his is an ICT living environment regents class with students in both 9th and 10th grades. This class is a mix of typical students and students with pecial needs. There are 24 students in this class and 12 of them have IEPs for various reasons. Of the students with special needs, disabilities nclude learning disabled, ADHD, and autism to name a few.

multi-sensory teaching approach will be used to help differentiate between learning levels and styles, and to improve student ability to process and etain information.

nderstanding the abstract concept of protein synthesis as it relates to cell necessity and function can be difficult for any student. The components f this lesson (e.g., reading comprehension, cooperative learning groups, open discussion, and hands-on activities) are structured in a way to increase tudent attending and help accommodate differing learning styles. Doing this enhances student engagement resulting in good comprehension.

Goals/Priorities

2. What are the goals for the lesson in terms of what students will know, understand, and be able to do?

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tudents will demonstrate an understanding of protein synthesis (the process a cell undergoes when producing protein molecules).

1. Students will identify the importance of protein to a cell.
2. Students will identify how the genetic coding of DNA is used to direct the process of protein synthesis within a cell.
3. Students will see protein molecules as long chains of sequenced amino acids and will see the different roles DNA and RNA play in protein creation.
4. Students will understand that amino acid sequence determines a protein's shape, and a protein's shape determines its function.

3. How does the lesson support building, department, or district priorities, as well as state standards?

he content of this lesson follows the Half Hollow Hills Living Environment Curriculum for Regents classes, and it aligns with the NYS Common Core Standards for the same rea.
his lesson supports the following New York State Common Core Learning Standards in the area of Living Environment:

ey Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

Major Understandings 2.1 f, 2.1 g, 2.1 h, 2.1 i

Learning Plan

4. How do you plan to engage students in the content? What will you do? What will the students do?

. Students will complete a Do Now to help review and activate prior knowledge of protein, DNA, and RNA. Teacher will pre- teach ew vocabulary necessary for today's lesson.

. Teacher will provide students with a lego model of an intact protein (food) and students will deduce the following:

* the process digestion plays in the breakdown of proteins to amino acids
* what the body then does with amino acids
* where the process of protein synthesis takes place in a cell

. Utilizing prior day's class notes on protein synthesis, students will read and complete a short cloze activity using pre-taught lesson vocabulary explaining the process of protein synthesis and will be review as a group.

. Teacher will break students into groups of three to complete protein synthesis lab activity. Each student will represent either the mRNA, tRNA, or the rRNA (messenger, transfer, and ribosomal), working together each group will experience the process of protein building by transcribing, translating, and creating proteins using strings of amino acids.

. Students will complete an exit ticket on the process of protein synthesis, the roles that DNA and RNA play in this process, and the importance of protein within cells.

5. What instructional materials will you use and how will they support and extend student learning?

he following instructional materials will be used in this lesson:

- **Do Now**- activate prior knowledge on proteins, DNA, and RNA
- **Lesson Packet**- help organize students by providing a tangible differentiated resource that consists of a Do Now, Protein Synthesis Lab, and ar Exit Ticket all in one.
- **Smart Board, Lady Bug**- tools that project visuals and descriptions of vocabulary and processes for better viewing
- **Lab Materials-** enhance student understanding
- Visuals (cut out Ribosomes)
- Sentence strips containing RNA sequencing
- tRNA and mRNA cut out visuals
- **Whiteboard**- important vocabulary or points of lesson will be written and serve as a visual
- **Table Pens**- enhance student engagement
- **Codon Chart**- visual aide, and resource for practice regents work

Student Progress

5. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?

/ith this topic, students typically have difficulty remembering that transcription comes before translation during protein synthesis. I find it helpful to ighlight or bold the letters (**c**) in trans**c**ription, and (**l**) in trans**l**ation and telling the students to think alphabetically **c** comes before **l,** so transcription omes before translation.

lso, students have difficulty with translations of base pairing from DNA to mRNA without errors. A visual reminding them that RNA bases are different han DNA in that RNA has no thymine, but is has uracil will be projected, and the phrase with picture "**a**pples **u**nder" for RNA, signifying that **a** adenine) pairs with **u** (uracil) for RNA. Students will be asked to translate long sequences from DNA to RNA as practice, and will either self- correct rrors or be corrected by a member of their group through lab activity.

7. How do you plan to assess student achievement? What procedures will you use? (attach any tests or performance tasks, with rubrics or scoring guides)

everal assessments will be used for this topic. Informal assessments in the form of question and answering, observations during lab activity as well as roup and independent work will be used by both teachers. A Do Now will assess student ability to recall prior learned information, the lab itself will be arked and graded, and an exit ticket will be used to assess immediate student understanding of protein synthesis as a whole. In addition, a formal ssessment will be given this Friday consisting of 25 regents level questions on protein synthesis, and it will consist of multiple choice and short answe uestions.

Additional Items

8. If applicable, describe how the planning of this lesson reflects recommendations made during prior informal/formal observations and professional conversations

or this class, questioning of both lower cognition (fact, closed, direct, recall, and knowledge questions) as well as higher cognition (open-ended, interpretive, evaluative, inquir ferential, and synthesis questions) will be used to guide students through the process of protein synthesis, and to better develop their understanding of protein, DNA, and RNA cells.

ist any items you might want to call to the attention of the administrator.

he Smart Board is an area of concern in this classroom,. The way the Smart Board is set up, it's difficult for the entire class to view at once. The oard is off to the left side of the room, which often requires students moving seats mid lesson, just to get a better view of what's on the board.

File List

	File Name	Date Uploaded	Size		

Artifacts

Name	Upload Date	Upload User	File			

Half Hollow Hills
CENTRAL SCHOOL DISTRICT

Teacher Formal Observation

User Information

ame: MARY REDDEN (11222)	Title: TEACHER
uilding: HS EAST	Department: HS SPED
rade: None	Evaluation Type: Teacher 3
ssigned Administrator: TROTTER, NAIMAH	Evaluation Cycle: 09/01/2018 - 06/30/2019
ubmitted By: TROTTER, NAIMAH	Date Submitted: 03/12/2019 3:21 pm EDT
cknowledged By: REDDEN, MARY	Date Acknowledged: 03/12/2019 8:31 pm EDT
inalized By: TROTTER, NAIMAH	Date Finalized : 03/13/2019 8:26 am EDT

Date of Observation: 2/28/2019

Time or Period: 6

Grade Level/Subject: Living Environment (ICT)

Domain 1: Planning and Preparation

Domain 1-Planning and Preparation

Criteria	Highly Effective	Effective	Developing	Ineffective
1a: Demonstrating knowledge of content and pedagogy	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
1b: Demonstrating knowledge of students	Teacher actively seeks knowledge of student's levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, sand special needs, and attains this knowledge for the class as a whole.	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interest, and special needs, and does not seek such understanding.
1c: Setting instructional outcomes	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.
1d: Demonstrating knowledge of resources	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.
1e: Designing coherent instruction	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage

	engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.	reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.
1f: Designing student assessments	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.

Rubric Score: 21.96/24

Domain 1 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
Teacher Domain 1	1 of 1 1 of 1	21.96	24	6	3.66	03/12/2019
TOTAL:		**21.96**	**24**	**6**	**3.66**	

Domain 1 Average 3.66

Comments and Recommendations:

- Ms. Redden displays a solid knowledge of protein synthesis and the role DNA and RNA play in protein creation.
- The lesson plan builds on the students' prior understanding of the skills and concepts needed to develop this topic.
- Ms. Redden selected appropriate strategies to engage all students in the content including those with special needs.
- Ms. Redden's plans included the use of instructional groups for students to use each other as resources.
- Instructional outcomes are aligned with state standards.
- Ms. Redden's plan references previous lessons to connect the outcomes.
- Outcomes are specific, doable and allow for informal assessment within the time allotted.
- Ms. Redden planned instructional strategies that allow most students to achieve the outcomes.
- The lesson design has a clear structure from beginning to end and supports the instructional outcomes.
- The lesson plan represents the coordination of Ms. Redden's content knowledge and use of resources to enhance instruction.
- The assessments planned were aligned with the instructional goals of the lesson.
- Ms. Redden planned to use an exit assessment to assess individual student learning at the close of the lesson and to use the information obtained to plan for future lessons.

Domain 2: The Classroom Environment

Half Hollow Hills Observation Rubric Domain 2

Criteria	Highly Effective	Effective	Developing	Ineffective
2a: Creating an environment of respect and rapport	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for student's ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Patterns of classroom interaction, both between the teacher and student and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-down's, or conflict. Teacher does not deal with disrespectful behavior.
2b: Establishing a culture for learning	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one

		work.	high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	
2c: Managing classroom procedures	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.
2d: Managing student behavior	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	There appears to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student's misbehavior is repressive, or disrespectful of student dignity.
2e: Organizing physical space	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
		Rubric Score: 18.47/20		

Domain 2 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
Teacher Domain 2	1 of 1 1 of 1	18.47	20	5	3.694	03/12/2019
TOTAL:		**18.47**	**20**	**5**	**3.694**	

Domain 2 Average: 3.69

Comments and Recommendations:

- Classroom interactions among Ms. Redden and her students were respectful.
- Ms. Redden greeted students as they walked in the door.
- Students worked well together in groups and offered each other assistance.
- Ms. Redden maximized instructional time by using the portions of the lesson where students were engaged in group activity to help students that required additional assistance.
- Student behavior was appropriate.
- Ms. Redden made the most use of the physical resources including technology in her classroom.

Domain 3: Instruction

Half Hollow Hills Observation Rubric Domain 3

Criteria	Highly Effective	Effective	Developing	Ineffective
3a: Communicating with students	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or use incorrectly, leaving students confused.
3b: Using questioning / prompts and discussion	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction

	many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond with one another, with uneven results.	with the teacher mediating all questions and answers. A few students dominate the discussion.
3c: Engaging students in learning	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.
3d: Using Assessment in Instruction	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/ prompts/ assessments are used regularly to diagnose evidence of learning by individual students.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/ prompts/ assessments are used to diagnose evidence of learning.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/ prompts/ assessments are rarely used to diagnose evidence of learning.	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.
3e: Demonstrating flexibility and responsiveness	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.

Rubric Score: 17.45/20

Domain 3 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
Teacher Domain 3	1 of 1 1 of 1	17.45	20	5	3.49	03/12/2019
TOTAL:		**17.45**	**20**	**5**	**3.49**	

Domain 3 Average 3.49

Comments and Recommendations:

- Ms. Redden's explanation of the content connected with students' knowledge and experience.
- Throughout the lesson, Ms. Redden used a variety of questions and prompts to tap into students' prior knowledge to make connections to their learning.
- Students were given ample wait time during questions to formulate their own responses before answers were given by peers.
- The learning tasks and activities were aligned with the instructional goals.
- Ms. Redden differentiated the Do Now assignment for groups of students.
- Most students were engaged through well-designed learning tasks.
- Questions and assessment were regularly used throughout the lesson to diagnose evidence of student learning.
- The activities and questions posed revealed students' understanding of the lesson goals.

Domain 4: Professional Responsibilities

If observable during pre or post observation conference:

Criteria	Highly Effective	Effective	Developing	Ineffective
4a: Reflecting on Teaching	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.
4c: Communicating with Families	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate. Information to families is conveyed in a culturally appropriate manner.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.
4d: Participating in a Professional Community	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, taking a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.
4e: Growing and Developing Professionally	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
4f: Showing Professionalism	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays dishonesty in interactions with colleagues, students and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.

Rubric Score: 0/0

Domain 4 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed

TOTAL:	0	0	0	0

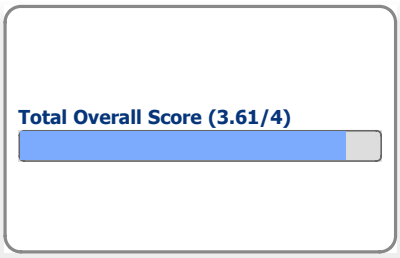
Domain 4 Average

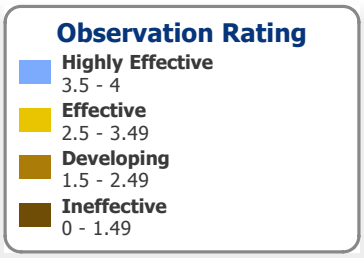
Comments and Recommendations:

Components 4a - 4b - 4c - 4d - 4e - 4f are part of the Domain 4 - Professional Responsibility Conference Only

Total Overall Score: 3.61

Rating	Score
Highly Effective	3.61





Observer Comments:

Half Hollow Hills
CENTRAL SCHOOL DISTRICT

Teacher Post-Observation Reflection

User Information

ame: MARY REDDEN (11222)	Title: TEACHER
uilding: HS EAST	Department: HS SPED
rade: None	Evaluation Type: Teacher 3
ssigned Administrator: TROTTER, NAIMAH	Evaluation Cycle: 09/01/2018 - 06/30/2019
ubmitted By: REDDEN, MARY	Date Submitted: 03/02/2019 7:43 pm EST
cknowledged By: N/A	Date Acknowledged: Unacknowledged
inalized By: TROTTER, NAIMAH	Date Finalized : 03/04/2019 8:23 am EST

Date of Post-Observation Conference: 3/4/2019

Grade Level/Subject/Period (or Time): Living Environment 9th & 10th

1. Did the students learn what you intended for them to learn? What evidence do you have to support this?

es, the students learned the process a cell goes through in order to make proteins. They learned that proteins are long chain of amino acids, and hat protein synthesis is a two step process that begins in the nucleus and synthesizes in the ribosomes.

vidence to support this is as follows:

- Each student was able to complete a lab simulating the protein making process.
- Each student was able to transcribe and translate DNA to RNA.
- Each student was able to independently answer comprehension questions related to protein synthesis.
- Each student completed a 25 question Wizard quiz on this topic on Friday in class. Class average for 6th period- 87% with 0 failures, and the lowest quiz grade was a 75% from one student.

Please see attached artifacts.

2. To what extent were your goals and objectives appropriate for your students?

he goals and objectives for this lesson were appropriate because understanding the process a cell goes through to make proteins is part of the HHH iving Environment curriculum, as well as regents skills. Also, they were appropriate because all students were challenged but were also able to nderstand the concept and apply it when completing the cell simulation lab.

3. Please comment on different aspects of your instructional delivery. To what extent were they effective? What would you do differently to improve the lesson (focusing on Activities, Grouping of students, and Materials & Resources)?

his is my second year in HHH, and my 2nd year teaching ICT Biology. Before I came to this district, I taught an integrated class for 7 of the 14 years was employed by the Deer Park School District. ICT can be an amazing environment for both general education and special education students. I eel strongly that for the needs of each student of the class to be met, both teachers need to be present in class and teaching at the same time.

here are several models that do this very effectively. There's parallel teaching (the teachers divide the class in half and teach the same lesson with mall group at the same time) and station teaching (three groups rotate through different parts of the lesson, hitting each teacher and then an ndependent review station) just to name a few.

would like to do more co teaching for ICT Biology students here in the future. The great thing about this particular regents is that it's a subject the pecial education students can pass. And in this district, no one who's appropriately placed in this course should fail it. Two teachers teaching ogether at the same time is the best way to utilize both professionals effectively.

4. Please comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

his class is full of big personalities. It's a great group of students. They are eager to learn and they always keep you on your toes. They are ngagable, and they love interactive activities. They do need consistent routines, and they earn class points for displaying appropriate behaviors. I enerally group the students differently, and have them transition to their labs in a different fashion. However, with the way this lab ran, I had to sta hem all at the nucleus at the same time, which proved to be a little messy.
lso, there are 5 lab tables in this room, but only 4 of them are available to the students. It would be nice if all 5 were available for students to sprea ut when doing labs, as opposed to 6 students at a lab table. That's too many at one table. It would cut down on misbehavior, and it would allow asier transitions.

5. Did you alter your plan? If so, how, and why?

es, I altered the structure of the lab printout, making it more visually suitable for students with tracking issues, and I rewrote parts of it as well haking the lab more coherent in its instructions. Also, I added a comprehension component which made it more applicable for students who need epetition each day on abstract concepts.

he day before this lesson, I noticed students still struggling with transcriptions between DNA and RNA (remembering there's no Thymine in RNA, it's eplaced with Uracil). So, I added a quick transcription/translation review within the reading comprehension component of the lab to help refresh them efore they attempted to do it independently during the lab. This ate into some lab time, so I used the lab comprehension questions as the exit ticket nd nixed the wizard exit ticket I had made for the lesson, using it as a Do Now the following day. Altering the lab this much meant we did more as a lass together in the beginning of the lesson, but I felt it was good for the students, as they needed less assistance from teachers when transcribing nd translating on their own.

astly, I altered the way I call students back to their lab tables, as for this lab everyone had to start in one place. This made for a less than smooth ransition, but in the end the results were very good.

File Name	Date Uploaded	Size

Artifacts

Name	Upload Date	Upload User	File
Assessment Results	03/02/2019	REDDEN, MARY	Assessment_Results.docx
Protein Synthesis Wizard Quiz	03/02/2019	REDDEN, MARY	Protein_Synthesis_Review_Respir…