

Teacher Pre-Observation and Lesson Plan

User Information

Name: MARY REDDEN (11222)

Building: HS EAST

Grade: None

Assigned Administrator: STRONG, MILTON

Submitted By: REDDEN, MARY

Acknowledged By: N/A

Finalized By: N/A

Title: TEACHER

Department: HS SPED

Evaluation Type: Teacher 4

Evaluation Cycle: 09/16/2019 - 07/01/2020

Date Submitted: 12/01/2019 6:41 pm EST

Date Acknowledged: Unacknowledged

Date Finalized : Unfinalized

Date of Pre-Observation Conferer: 12/2/2019

Date of Observation: 12/4/2019

Grade Level/Subject/Period (or Time) 9th and 10th grade Biology

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?

There are 26 students in this class and 12 students have special needs. Of the students with special needs, disabilities include learning disabled, ADHD, and autism spectrum disorder. As this is a co-taught teaching model consisting of 9th and 10th graders, both typical and special needs students benefit from this two teacher instruction model. Some benefits include customized planning of programming, an increased amount of redirection, additional supplemental materials, and small group instruction if necessary.

The execution of this lesson is based on presenting student levels and learning styles. With this lesson, my co-teacher and I decided to change the sequence of processes taught during this topic, cellular energy. We've introduced the process of photosynthesis before cellular respiration in hopes that beginning with something familiar will enhance comprehension of cell energy as a whole by the end of this unit.

Goals/Priorities

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

Background: The topic of Cellular Energy has been introduced, students have begun to understand how a plant exists as an autotroph (an organism that makes its own food), and where within a plant leaf the process of photosynthesis takes place.

Working in lab groups, S.W. complete a Paper Chromatography (a technique used to separate substances in a mixture) Lab to:

- * observe the separation of pigments from ink and plant samples (spinach leaves)
- * make a correlation between the colors of the pigments they find and the way plants use different colors of sunlight for energy

The AIM of this lesson will be:

How are plants adapted to capture the sun's energy?

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

The contents of this lesson (using paper chromatography to separate and identify pigments and the process of photosynthesis in plants) follow the Half Hollow Hills living environment curriculum which aligns to the NYS Common Core Standards. Cellular Energy, photosynthesis, and cellular respiration are topics heavily represented on the regents, and the goals and objectives of this lesson will help support the students master these concepts.

Learning Plan

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

1. S.W. complete a Do Now based on Monday and Tuesday's notes on photosynthesis.
2. S.W. take notes on leaf pigments while using Nearpod.
3. T.W. introduce the Paper Chromatography Lab
4. S.W. work together in groups to discuss findings and draw conclusions using wipe boards.
5. Ts.W. float and assist students where necessary providing probing questions and guiding student focus when necessary.
6. T.W. distribute a differentiated tiered set of 2 or 3 questions based on lab content.
7. S.W. complete an exit ticket based on today's lesson.

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

1. Do Now- to activate prior knowledge of previous day's activities
2. Nearpod- To enhance student engagement and comprehension
3. Paper Chromatography Lab- students will be able to see different pigments within a leaf
4. Wipe boards-for student use and collaboration within groups
5. Smart Board and Skeletal Notes- to enhance student comprehension of subject
6. Tiered Exit Ticket- to assess student understanding at their level

Student Progress

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

Students have a hard time understanding cellular respiration, or energy at a cellular level. This class is all about terms and vocabulary. It helps to make as many connections to real life as possible. We tried to troubleshoot some comprehension issues students might have with this topic by switching the sequence of teaching processes by beginning with photosynthesis instead of respiration. Students are more familiar with photosynthesis and we hope this will help them better understand cell respiration later by eventually seeing that the two processes are opposites, and if you

understand one you know the other.

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)

We plan to take turns circulating during the Do Now, during instruction, and the lab activity to check for understanding. We plan for students to answer questions about prior knowledge and today's content before, during, and after the lesson. We plan to collect and mark today's lab as well as assess individual understanding of today's lesson through use of Nearpod. We plan having the student's answer a tiered exit ticket with differentiated pre-determined questions based on the lesson's content at the end of the lesson. We plan on supporting today's lesson content with HW, and we will administer a quiz based on today's content as well as a test on cellular energy in its entirety.

Additional Items

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

This lesson was planned by the general education teacher and myself. It involved both of us collaborating and discussing how to administer curriculum that's in the best interest of the students in the class. This is a good example of how a co-taught classroom should be planned and how it should run. Both parties are involved in the development and execution of every day instruction.

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

Would we be able to change the position of the Smart Board?

File List

File Name	Date Uploaded	Size		
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Artifacts

Name	Upload Date	Upload User	File			
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Teacher Formal Observation

User Information

Name: MARY REDDEN (11222)

Title: TEACHER

Building: HS EAST

Department: HS SPED

Grade: None

Evaluation Type: Teacher 4

Assigned Administrator: STRONG, MILTON

Evaluation Cycle: 09/16/2019 - 07/01/2020

Submitted By: STRONG, MILTON

Date Submitted: 01/17/2020 12:48 pm EST

Acknowledged By: REDDEN, MARY

Date Acknowledged: 01/17/2020 3:29 pm EST

Finalized By: N/A

Date Finalized : Unfinalized

Date of Observation: 12/4/2019

Time or Period: 9:35 AM

Grade Level/Subject: ICT Biology

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, and 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

	<p>of learning activities designed to 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.</p>	<p>The learning activities have 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.</p>	<p>students. 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.</p>	<p>students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>
<p>1f: Designing student assessments</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Rubric Score: 21.96/24				

Domain 1 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
Teacher Domain 1	0 of 1 0 of 1	21.96	24	6	3.66	N/A
TOTAL:		21.96	24	6	3.66	

Domain 1 Average **3.66**

Comments and Recommendations:

During the pre and post observation conferences, Ms. Redden demonstrated a solid understanding of the material she prepared for this particular lesson. More specifically, the main objective of the lesson was to focus on *How are plants adapted to capture the sun's energy?* This is a biology class for 9th and 10th grade students that is co-taught. To further examine and deepen this understanding, Ms. Redden's lesson incorporated a lab activity which included paper chromatography. One of the essential components of the lesson is to have students know the role pigment plays in a plant's ability to draw energy. Chlorophyll is the primary and most important pigment in plants. This also represents meaningful learning as students will need to know about the significance of chlorophyll for their Regents exam in June. In creating this lesson, Ms. Redden explained that students are more familiar with photosynthesis. Students need to know that a plant with more pigment would lead to the absorption of greater energy by the plant. As this lesson centers on cellular respiration, this lesson will further explore this concept while introducing and reinforcing important terms and processes students should know and understand.

The lesson is aligned with the district and department initiatives within the Living Environment curriculum along with the New York State Common Core Standards. The lesson follows a clear and cohesive structure with the use of technology (Chromebooks, Nearpod, and document camera) and hands-on tasks while providing various opportunities for student engagement and participation. This lesson and related tasks will also provide Ms. Redden with various means to assess student understanding and comprehension.

Domain 2: The Classroom Environment

Half Hollow Hills Observation Rubric Domain 2

Criteria	Highly Effective	Effective	Developing	Ineffective
<p>2a: Creating an environment of respect and rapport</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>2b: Establishing a culture for learning</p>	<p>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 helping peers.</p>	<p>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 support learning and hard work.</p>	<p>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 ability rather than hard work; high expectations for learning are reserved for those students</p>	<p>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 or two students.</p>

			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: 19.49/20				

Domain 2 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
Teacher Domain 2	0 of 1 0 of 1	19.49	20	5	3.898	N/A
TOTAL:		19.49	20	5	3.898	

Domain 2 Average: 3.9

Comments and Recommendations:

Upon entering the room, students were seated and prepared for the day's lesson. Students were situated in traditional rows located around the room. They would eventually transition into lab tables that were located around the perimeter of the room. There were six lab tables in which two students were stationed on either side of the table. The tables were neatly organized ahead of time with all of the material students would need for this particular lab. The spinach was added at the last moment. The use of goggles was also shared which highlighted the importance and attention to all aspects of classroom safety.

Throughout the period, Ms. Redden appeared to have a solid rapport with her students. At times, students had the opportunity to work with and exchange ideas with their peers. In all, students were respectful of Ms. Redden's directives and worked well with their peers. As such, there were no observable behavioral concerns throughout the period. The lesson was interesting, intriguing and well-crafted, which caused students to be on-task and focused on the day's task. These exchanges were also reflective of the constructive and positive rapport Ms. Redden had established with her co-teacher within the room. They worked together extremely well; which helped add to the overall positive environment in the 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

	discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	thinking and understanding. Teacher creates a genuine 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.	attempts to frame some questions designed to promote student thinking 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.	between teacher and students is predominantly recitation style, 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: 18.47/20

Domain 3 Rubric Score Report							
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	
Teacher Domain 3	0 of 1 0 of 1	18.47	20	5	3.694	N/A	
TOTAL:		18.47	20	5	3.694		

Domain 3 Average 3.69

Comments and Recommendations:

Ms. Redden communicated effectively with students throughout the lesson. Material, which consisted of various technology components, handouts and lab material were all well-developed and thoughtfully planned to engage students in meaningful learning experiences. As Ms. Redden mentioned in the pre-observation conference, this lesson is also about vocabulary terminology (*chromatography, chlorophyll, etc.*). This lesson also supported the acquisition of academic vocabulary terms students should know to better support their understanding of the material.

During our post observation conference, we spent some time discussing the level of student engagement. Throughout the period, students were solidly engaged in the lesson. During the first portion of the period, students were asked to respond to the *Do Now* prompts and various questions related to that task. The activity then shifted to the main lesson which then transitioned to the lab portion of the class which was interactive and collaborative. During these types of activities, students served as facilitators for conversation within their respective grouping. These moments also provided Ms. Redden with multiple opportunities upon which to measure student understandings. She also enlisted the use of an exit card which further assesses students' understanding in a more quantitative fashion.

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
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Teacher Domain 4	0 of 1	0	0	0	0	N/A
TOTAL:	0 of 1	0	0	0	0	

Domain 4 Average

Comments and Recommendations:

The components within the rubric that were not completed were deemed to be non-applicable to this particular observation.

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

Total Overall Score: 3.75

<u>Rating</u>	<u>Score</u>	<p>Total Overall Score (3.75/4)</p>	<p>Observation Rating</p> <ul style="list-style-type: none"> ■ Highly Effective 3.5 - 4 ■ Effective 2.5 - 3.49 ■ Developing 1.5 - 2.49 ■ Ineffective 0 - 1.49
Highly Effective	3.75		

Observer Comments:

Teacher Post-Observation Reflection

User Information

Name: MARY REDDEN (11222)

Building: HS EAST

Grade: None

Assigned Administrator: STRONG, MILTON

Submitted By: REDDEN, MARY

Acknowledged By: N/A

Finalized By: N/A

Title: TEACHER

Department: HS SPED

Evaluation Type: Teacher 4

Evaluation Cycle: 09/16/2019 - 07/01/2020

Date Submitted: 12/04/2019 10:47 pm EST

Date Acknowledged: Unacknowledged

Date Finalized : Unfinalized

Date of Post-Observation Conference: 12/5/2019

Grade Level/Subject/Period (or Time): 9th and 10th grade Biology

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

Yes, students worked in lab groups to complete a Paper Chromatography Lab and

- observed the separation of pigments from ink and plant samples (spinach leaves)
- made a correlation between the colors of the pigments they find and the way plants use different colors of sunlight for energy.

The following is a list of evidence we used to support this.

- Students responded to teacher questions throughout the lesson about photosynthesis, paper chromatography, and the role plant pigments play in cell energy.
- Teachers observed students separating plant pigments using the paper chromatography technique.
- Teachers observed students being able to explain the process of chromatography during individual conversations throughout the lab.
- Students will take a ten question quiz on photosynthesis and cell energy on Friday.
- Teacher will grade Paper Chromatography Lab.

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

The goals and objectives were appropriate for our students because this paper chromatography lab is a suggested activity of the Half Hollow Hills Living Environment curriculum. Also, Cellular Energy and Photosynthesis are topics heavily represented each year on the Living Environment Regents.

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)?

If I were to do this lesson differently, I would make it a double period lab as opposed to a single. Ms O'Callaghan and I originally wanted to include notes with specific relation to plant pigments before the lab as well as spend more time on how different pigments reflect or absorb wavelengths of sunlight. I think if we had stuck with the original plan and made this a two period lab, the students would have had more time to do the following things:

- let the chromatography paper with spinach pigment soak in the solvent a few minutes longer, allowing for more separation of pigments
- collaborate with their table partners analyzing findings
- more time to provide students with detailed information on different kinds of plant accessory pigments

Implementing these changes would only add to student understanding of how a plant obtains and convert sunlight to plant energy.

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


There are a lot of students in this class and many of them have big personalities. Class lessons run well generally, as this group enjoys discussion and picks up material quickly. Grouping them can be a problem, however when working on labs. All of the six lab tables are filled when we work in lab groups, and it can become a cramped environment. Ms O'Callaghan and I group the students differently most of the time to help keep them on task and to try to cut down on side chats and excessive socialization.

A large majority of the students come directly from the foreign language wing prior to 4th period which has provided a problem for them in terms of getting to class on time. Last month we implemented a rewards system providing in-class incentives for the whole group if the amount of students in class before the bell rings increases each Friday. We have seen improvements these past few months as back in October there were eight students regularly entering the room after the bell, and now we're down to roughly three students trickling in after the bell.

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

Yes, we altered the plan a bit. The differentiated exit ticket was cut as we ran out of time. The students spent more time than originally anticipated on marking the chromatography paper with spinach leaf pigments and adding them to the provided sol

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