

## Half Hollow Hills School District Building Formal Pre Observation

<b>Id</b>	<b>Teacher</b>	<b>Building</b>	<b>Department</b>	<b>Cert Type</b>	<b>Tenure</b>	<b>Date Opened</b>	<b>Observation Date</b>	<b>Observer</b>	<b>Date Closed</b>
11845	Mary Redden	HS East (061)	Sped-S	Permanent	Non Tenured	1/8/2018	2/26/2018	Milton Strong	1/9/2018

### Lesson Plan Content

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

This is an ICT 9th grade Biology course with 17 students enrolled. All students will take the Living Environment Regents this spring. Out of the 17 students, only 3 are girls. Eight students are general education students, and nine students are classified with varying disorders. The classifications range between Other Health Impaired (ADHD with and without the hyperactivity), Learning Disabled, and high functioning Autism.

Our understanding about all students in this class has driven this lesson. Understanding their learning styles, strengths, and weaknesses has helped us determine how best to prepare them for this next quiz on Friday as well as their regents exam this June.

**Why are these goals suitable for this group of students? (Component 1c)**

Throughout 1st and part of 2nd quarter we have assessed each student educationally and behaviorally through tangible quizzes and anecdotal data. Dr. Stabile and I have determined that the student need for external motivation and guidance when doing laboratory experiments is high for this particular group. Therefore, this lesson and lab on protein synthesis and mutations is aligned with common core state standards which will prepare them for their quiz this Friday, as well as the regents this June. Our goal is to increase understanding of current topics on mutations, and review past relevant information on protein synthesis.

**How does this lesson support district priorities and state standards?**

This lesson supports both NYS and district policies, providing students opportunities for learning experiences which will strengthen their analytical and comprehension skills in the area of Biology.

**How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 1c)**

Protein Synthesis and Mutations are all part of the Half Hollow Hills Living Environment Curriculum. Protein Synthesis and Mutations are also part of the NYS Common Core Curriculum.

**What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a)**

Students typically experience difficulties with conversions from DNA to RNA.

**What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.) (Component 1d)**

Smart Board, the Ladybug, and a laboratory setting are just a few of the resources which will be used for this lesson.

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

I spoke with Mr. Rendon after my last observation. I had tried using a whole class modification when students were taking notes by providing them all with differentiated skeletal notes. My assumption was that utilizing skeletal notes at their level would help increase their ability to process the information better and cut down on wasted class time by keeping everyone at the same pace. In my reflection I realized that how unnecessary that was. Not all students need them. From then on, I have provided only certain students with modifications such as these, which helps keep a consistent class note-taking pace, and helps only the students with processing information more accurately. This line of thought is brought into this lesson by keeping the amount of groups small, and making sure that only the least intrusive prompts and modifications are made when absolutely necessary.

### Teacher Comments

**Teacher comments pertaining to observation setting. List any items you might want to call to the attention of the Administrator.**

We are looking forward to having you in!

**Observational Focus (optional):**

# Half Hollow Hills School District

## Building Formal Lesson Plan

Id	Teacher	Building	Department	Cert Type	Tenure	Date Opened	Observation Date	Observer	Date Closed
11844	Mary Redden	HS East (061)	Sped-S	Permanent	Non Tenured	1/8/2018	2/28/2018	Milton Strong	2/28/2018

### Desired Results

What are the goals for the lesson?

Students will increase their understanding of mutations.

Students will understand DNA and RNA and how it relates to protein synthesis.

What do you want students to know, understand and be able to do?

Utilizing their knowledge of DNA and RNA, students will...

1. correctly pair DNA codons with correct messenger RNA and transfer RNA codes.
2. describe gene mutation
3. describe how DNA mutations influence protein production

How does this lesson fit with a larger unit?

This lesson fits into the larger unit by supporting both NYS and district policies, providing students opportunities for learning experiences which will strengthen their analytical and comprehension skills in the area of Biology. Protein Synthesis and Mutations are all part of the Half Hollow Hills Living Environment Curriculum as well as the NYS Common Core Curriculum.

### Learning Plan

How do you plan to engage students in the content?

Teachers will implement visual aides of genetic material to help improve their knowledge of the making of proteins.

Teachers will activate prior knowledge of RNA and protein synthesis by completing a Do Now of related regents level questions created by Wizard TM.

Teachers and students will go over questions and answers as a group, also providing visual examples of conversions from DNA to RNA.

What will you do?

The Teachers will do the following:

- summarize the lab
- activate prior knowledge of DNA, RNA, protein synthesis and mutations
- review vocabulary
- float and assist students if needed
- take anecdotal data on students abilities
- review lab
- ask probing questions to help the students come to their own conclusions based on prior knowledge of this experiment.

What will the students do?

Students will follow the steps of the lab to help increase their understanding of the impact that genetics have on an individual's life.

### Assigned Evidence

How do you plan to assess student achievement of the goals? What procedures will you use? (Use Upload Files on the Track Assignment view to include any tests or performance tasks, with rubrics or scoring guides. After Upload, use the edit button to put Lesson Plan in the File Description field.) How do you plan to use the results of the assessment?

The results of the assessment will determine which students still need help understanding conversions from DNA to RNA as well as protein synthesis and how it relates to mutations. The students who are still having difficulty will be visited in their support classes by Mrs. Redden Wed, Thurs, or Fri of this week prior to the exam for more individualized instruction. These individuals will be encouraged to attend extra help hours prior to Friday's quiz.

# Half Hollow Hills School District

## Building Formal Observation

Id	Teacher	Building	Department	Cert Type	Tenure	Period	Grade	Subject
11847	Mary Redden	HS East (061)	Sped-S	Permanent	Non Tenured			

  

Date Opened	Observation Date	Observer	Date Closed	Score
1/8/2018	2/28/2018	Milton Strong	3/5/2018	3.62

Select one rating for each criterion as they apply.  
 Ratings: (H) Highly Effective, (E) Effective, (D) Developing, (I) Ineffective, (N/O) Not Observable

### Domain 1: Planning and Preparation

During our pre and post observation conferences, Ms. Redden demonstrated a solid understanding of the material and activities/tasks she developed for this particular lesson. As the Special Education teacher in an ICT (co-teaching) Biology class, Ms. Redden has worked hard to strengthen her understanding of the curriculum. During our meetings as well as during class, she appeared to have a strong understanding of her students and provided them with the necessary support to be successful. The main objective of the lesson was to better expose students to conversions of amino acids from DNA to mRNA. After working through a topic on Sickle Cell Anemia, which encompassed these conversions, Ms. Redden felt students needed more practice. This led to the introduction of a new lab that would utilize prior knowledge and understanding of acceptable pairs, in which students would work collaboratively towards constructing paper models highlighting these conversions. The assigned tasks along with classroom discussions will also provide Ms. Redden with multiple levels of feedback to assess the level of her students' understanding of the material.

Ms. Redden's lesson plan exhibited sound instructional practices that sought to engage students in meaningful learning as well as motivate their interest. The structure of the lesson plan included a "Do Now" activity constructed of ten Regents style questions. After this review, students would then be involved in a mini lesson and an introduction to the lab activity followed by a summary. In addition, the lesson also follows district initiatives and New York State Learning Standards for Science. Although technology was not needed for this lesson, we discussed finding ways to implement technology in the future.

- |   |          |
|---|----------|
| 1a: Demonstrating Knowledge of Content and Pedagogy | CHGECDCI |
| 1b: Demonstrating Knowledge of Students             | CHGECDCI |
| 1c: Setting Instructional Outcomes                  | CHGECDCI |
| 1d: Demonstrating Knowledge of Resources            | CHGECDCI |
| 1e: Designing Coherent Instruction                  | CHGECDCI |
| 1f: Designing Student Assessments                   | CHGECDCI |

### Domain 2: The Classroom Environment

Upon entering the room, there were fourteen students seated in a traditional row format. At the time, they were taking out their homework which was being checked by Ms. Redden. This transitioned to an opening activity, which was a worksheet with Regents style questions. It was clear that this type of opening activity was part of a larger plan that incorporated daily routines and procedures that outlined the classroom structure and other rules that have been firmly established throughout the year. In addition, the rapport between Ms. Redden and her co-teacher appeared to be very positive. This helped set a positive tone for the overall classroom as well. As such, interactions between Ms. Redden and her students were positive as well as those of students themselves.

The physical arrangement/environment of the classroom presented a space that was clean, neat, organized and oozed science. There were academic artifacts around the room such as: physical and paper models of the human body outlining the muscle system, the autonomic nervous system and the respiratory system, along with more interesting pieces like a stuffed squirrel and a small bat in a liquid solution. There were various tanks around the room including an operating fish tank in the front, from which one could hear the sound of trickling water. There was also a jar of glue sticks and scissors that would be needed for the lab activity.

- |  |          |
|--|----------|
| 2a: Creating an Environment of Respect and Rapport | CHGECDCI |
| 2b: Establishing a Culture for Learning            | CHGECDCI |
| 2c: Managing Classroom Procedures                  | CHGECDCI |
| 2d: Managing Student Behavior                      | CHGECDCI |
| 2e: Organizing Physical Space                      | CHGECDCI |

### Domain 3: Instruction

Throughout the lesson, Ms. Redden provided clear communication to students without error. All of the material developed for the lesson was clear, easy to read and appropriate for her students' level of development. During the post observation conference, we also discussed the level of student engagement throughout the lesson. At the beginning of the lesson, the class was more teacher-centered in which questions were being asked and concepts were further developed through the use of the whiteboard. When the class shifted into the lab activity, the level of engagement and interaction increased greatly. One of the activities required students to cut out various models and then attach them to the appropriate complementary pair. Although the task seemed slightly elementary, Ms. Redden felt the process helped students better familiarize themselves with the various amino acids. Additionally, the process also involved visual and tactile modalities.

During the post observation conference, we discussed the various indicators for success that provided evidence of understanding. Ms. Redden worked closely with students, as well as asked various questions, throughout the period that served as an assessment tool. As students worked in groups, Ms. Redden assisted when it was necessary, which provided her with useful feedback as well. Towards the end of the period, terms such as *gene*, *nucleus* and *chromosome* were also reinforced. During this time, we also discussed how the lab extended over two days. Although this was not the design, Ms. Redden thought that the "Do Now" drifted a little long which took time away from lab time. One suggestion Ms. Redden mentioned included reducing the number of questions in the "Do Now" which would have provided more time for the lab portion of the class.

3a: Communicating with Students	CHGECDCI
3b: Using Questioning and Discussion Techniques	CHGECDCI
3c: Engaging Students in Learning	CHGECDCI
3d: Using Assessment for Instruction	CHGECDCI
3e: Demonstrating Flexibility and Responsiveness	CHGECDCI
<b>Domain 4: Professional Responsibilities</b>	
4a: Reflecting on Teaching	CHCECDCI/N/O
4b: Maintaining Accurate Records	CHCECDCI/N/O
4c: Communicating with Families	CHCECDCI/N/O
4d: Participating in a Professional Community	CHCECDCI/N/O
4e: Growing and Developing Professionally	CHCECDCI/N/O
4f: Showing Professionalism	CHCECDCI/N/O
<b>Comments</b>	
Observer Comments	
Teacher Comments	

**This document requires Electronic Signatures.**

**Milton Strong**

**3/5/2018 1:42:24 PM**

Observer Signature

Date

**Mary Redden**

**3/5/2018 1:39:37 PM**

Teacher Signature

Date

**Half Hollow Hills School District**  
**Building Formal Post Observation**

<b>Id</b>	<b>Teacher</b>	<b>Building</b>	<b>Department</b>	<b>Cert Type</b>	<b>Tenure</b>	<b>Date Opened</b>	<b>Observation Date</b>	<b>Observer</b>	<b>Date Closed</b>
11846	Mary Redden	HS East (061)	Sped-5	Permanent	Non Tenured	1/8/2018	2/28/2018	Milton Strong	3/2/2018

**Lesson Plan Content**

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

Yes, the students applied specific information about DNA, RNA and it's involvement in protein synthesis to the answer lab questions directly related to this topic, and finish the lab independently on Thursday.

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

The goals and objectives of this lesson are appropriate as they are aligned with the Half Hollow Hills Living Environment Curriculum as well as the NYS Common Core Standards. The content of this lesson will help prepare the students for Friday's quiz on DNA and Protein Synthesis, as well as prepare them for 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? Include comments specific to Activities, Grouping of Students, and Materials and Resources.**

I felt the Do Now was a bit long. Next time, knowing that the students struggle with conversions from DNA to RNA, I would create a Do Now that consists of more conversion practice.

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

Our procedures make the class flow well. The routines we have developed over this past year, enables the maximum amount of class time learning and practicing.

Dr. Stabile and I generally work in tandem depending on content, lessons taught, and student strengths and weaknesses.

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

Yes, initially we were going to do a lab on Sickle Cell Anemia. The initial lab, although also content appropriate for this topic, I felt did not provide the student's with enough independent practice with conversions of amino acids. Historically, students have had trouble with these conversions, and since they are heavily included on the regents, I found a lab that provided the students more opportunities for practice with this.

**Teacher Comments**

**Teacher comments:**

Thanks for coming in! We appreciate your time, and we look forward to seeing you again soon.

# Half Hollow Hills School District

## Teacher Formative Non Tenured

Maximizing Student Achievement through Supervision and Professional Development

Id	Teacher	Building	Department	Cert Type	Tenure	Year	Days Absent	Date Opened	Date Closed
12238	Mary Redden	HS East (061)	Sped-S	Permanent	Non Tenured	17/18		1/16/2018	2/12/2018

Select one rating for each criterion as they apply.  
Ratings: (H) Highly Effective, (E) Effective, (D) Developing, (I) Ineffective

Domain 1: Planning and Preparation	
1a: Demonstrating Knowledge of Content and Pedagogy	C H G E C D C I
1b: Demonstrating Knowledge of Students	C H G E C D C I
1c: Setting Instructional Outcomes	G H C E C D C I
1d: Demonstrating Knowledge of Resources	C H G E C D C I
1e: Designing Coherent Instruction	G H C E C D C I
1f: Designing Student Assessments	C H G E C D C I
Domain 2: The Classroom Environment	
2a: Creating an Environment of Respect and Rapport	G H C E C D C I
2b: Establishing a Culture for Learning	C H G E C D C I
2c: Managing Classroom Procedures	C H G E C D C I
2d: Managing Student Behavior	C H G E C D C I
2e: Organizing Physical Space	C H G E C D C I
Domain 3: Instruction	
3a: Communicating with Students	C H G E C D C I
3b: Using Questioning and Discussion Techniques	G H C E C D C I
3c: Engaging Students in Learning	C H G E C D C I
3d: Using Assessment for Instruction	C H G E C D C I
3e: Demonstrating Flexibility and Responsiveness	C H G E C D C I
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	C H G E C D C I
4b: Maintaining Accurate Records	C H G E C D C I
4c: Communicating with Families	G H C E C D C I
4d: Participating in a Professional Community	C H G E C D C I
4e: Growing and Developing Professionally	C H G E C D C I
4f: Showing Professionalism	C H G E C D C I

**Notes**

**Administrator Comments**

Ms. Redden has scored effective or highly effective across all four domains. This in Ms. Redden's first year teaching an ICT biology class. Her reflection highlighted her collaboration with her co-teacher in order to adjust to the new curriculum. In addition to continuing this practice, Ms. Redden should remain in contact with the support teachers of her students in the ICT biology class to ensure she is meeting the individual needs of her students.

Ms. Redden completed a graduate level course in Classroom Management and will be participating in a PDP focused on IEP writing to better help her needs both inside and outside of the classroom.

Additionally, Ms. Redden works in the Life Skills program at HSW. She continues to collaborate with her colleagues and remains a integral part of the program.

Professional Development Plan (PDP) recommendation (if appropriate)

**This document requires Electronic Signatures.**

**Brett Kindelmann**

**2/14/2018 2:17:44 PM**

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Administrator Signature

\_\_\_\_\_  
Date

**Mary Redden**

**2/12/2018 10:34:48 AM**

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Teacher Signature

\_\_\_\_\_  
Date

# Half Hollow Hills School District

## Teacher Summative Non Tenured

Maximizing Student Achievement through Supervision and Professional Development

Id	Teacher	Building	Department	Cert Type	Tenure	Year	Days Absent	Date Opened	Date Closed
13692	Mary Redden	HS East (061)	Sped-S	Permanent	Non Tenured	17/18		5/9/2018	6/7/2018

Select one rating for each criterion as they apply.  
Ratings: (H) Highly Effective, (E) Effective, (D) Developing, (I) Ineffective

**Domain 1: Planning and Preparation**

1a: Demonstrating Knowledge of Content and Pedagogy	C H G E C D C I
1b: Demonstrating Knowledge of Students	C H G E C D C I
1c: Setting Instructional Outcomes	G H C E C D C I
1d: Demonstrating Knowledge of Resources	C H G E C D C I
1e: Designing Coherent Instruction	G H C E C D C I
1f: Designing Student Assessments	C H G E C D C I

**Domain 2: The Classroom Environment**

2a: Creating an Environment of Respect and Rapport	G H C E C D C I
2b: Establishing a Culture for Learning	C H G E C D C I
2c: Managing Classroom Procedures	C H G E C D C I
2d: Managing Student Behavior	C H G E C D C I
2e: Organizing Physical Space	C H G E C D C I

**Domain 3: Instruction**

3a: Communicating with Students	C H G E C D C I
3b: Using Questioning and Discussion Techniques	G H C E C D C I
3c: Engaging Students in Learning	C H G E C D C I
3d: Using Assessment for Instruction	C H G E C D C I
3e: Demonstrating Flexibility and Responsiveness	C H G E C D C I

**Domain 4: Professional Responsibilities**

4a: Reflecting on Teaching	C H G E C D C I
4b: Maintaining Accurate Records	C H G E C D C I
4c: Communicating with Families	G H C E C D C I
4d: Participating in a Professional Community	C H G E C D C I
4e: Growing and Developing Professionally	C H G E C D C I
4f: Showing Professionalism	C H G E C D C I

**Notes**

**Administrator Comments**

Ms. Redden has been effective or highly effective across all aspects of the four domains. In her reflection, Ms. Redden discussed the fine line that needs to be walked in order to foster independence. She noted that taking a step back and focusing on one skill at a time proved to be beneficial for the students. As Ms. Redden continues in the ICT program, she should continue this practice as it will increase student learning.

In addition to her ICT Biology assignments at HSE, Ms. Redden is a integral part of the life skills program at HSW.

Professional Development Plan (PDP) recommendation (if appropriate)

**This document requires Electronic Signatures.**

**Brett Kindelmann**

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Administrator Signature

**6/7/2018 2:49:27 PM**

\_\_\_\_\_  
Date

**Mary Redden**

\_\_\_\_\_  
Teacher Signature

**6/7/2018 1:14:53 PM**

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Date