

## Teacher Pre-Observation and Lesson Plan

### User Information

Name: MARY REDDEN (11222)

Building: HS EAST

Grade: None

Assigned Administrator: KINDELMANN, BRETT

Submitted By: REDDEN, MARY

Acknowledged By: N/A

Finalized By: KINDELMANN, BRETT

Title: TEACHER

Department: HS SPED

Evaluation Type: Teacher 4

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

Date Submitted: 11/03/2019 7:36 pm EST

Date Acknowledged: Unacknowledged

Date Finalized : 11/12/2019 7:37 am EST

Date of Pre-Observation Conferer: 11/4/2019

Date of Observation: 11/6/2019

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

This is an ICT (co-taught) integrated living environment class which consists of students in both 9th & 10th grades. There are 26 students in this class, 12 students having special needs. Of the students with special needs, disabilities include learning disabled, ADHD, and autism spectrum disorder.

The execution of this lesson is based on presenting student levels and learning styles. The processes of diffusion through the cellular membrane is a difficult concept for students to conceptualize, especially considering how new they are to Biology and its wide range of vocabulary, terminology, and concepts.

Due to this being a co-taught teaching class model, students with special needs will benefit while learning about this concept from the support of two teachers being present in class, being redirected as needed, being provided with visual, instructional, and supplemental materials, and having reinforcement of necessary skills and concept options if necessary.

This lesson will allow the students to visualize the concept of diffusion and the cellular membrane by pairing the definitions of both with an object that is familiar to them, such as an egg.

### Goals/Priorities

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

The focus of this lesson is to understand that the cellular membrane is semi-permeable and responsible for the life function of Transport in living organisms.

S.W. relate the life function Transport with the semi-permeable structure of the cell membrane by comparing it to a familiar object such as a raw egg.

S.W. deduce that the cell membrane is semi-permeable by seeing simple substances such as water can penetrate or diffuse through it.

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

The content of this lesson follows the Half Hollow Hills living environment curriculum which aligns to the NYS Common Core Standards. Life functions, specifically Transport, as well as organelles such as the cellular membrane 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

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

- S.W. complete a Do Now based on Monday's demonstration of "the naked egg"
- S.W. work in groups on wipe boards describing the egg, what happened to it and why. S.W. be broken into heterogeneous groups created by the teacher.
- Through investigation of the egg, students will deduce that the organelle responsible for Transport is the cellular membrane.
- S.W. present their group thoughts by discussing charts on wipe boards.
- Ts.W. float and assist students where necessary providing probing questions and guiding student focus when necessary.
- S.W. complete skeleton notes on Transport and the cell membrane through use of Power Point.
- S.W. complete a tiered exit ticket based on today's lesson.
- S.W. complete a differentiated tiered set of 2 or 3 questions based on lab content.

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

- Raw egg for the "naked egg" experiment. (Vinegar, water, food coloring, starch)
- Do Now to activate prior knowledge of previous day's activities.
- Wipe boards for student use and collaboration within groups
- Smart Board and skeletal notes for enhancing student comprehension
- Exit Ticket to assess student understanding

### Student Progress

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

Students, in the past, have had some issues visualizing the concept of Transport of a phospholipid. The use of the egg will familiarize them with this concept and help students make connections between cell membrane and membrane of the egg.

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)  
/e plan to provide a tiered exit questioning system that involves post-its and differentiated pre-determined questions based on the lesson's content.

### Additional Items

3. If applicable, describe how the planning of this lesson reflects recommendations made during prior informal/formal observations and professional conversations  
his lesson was planned by the general education teacher and myself. It involved both of us collaborating and discussing how to administer curriculum  
nat'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 run. With both  
arties involved in the development and execution of each day's curriculum.

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

### 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)

Building: HS EAST

Grade: None

Assigned Administrator: KINDELMANN, BRETT

Submitted By: KINDELMANN, BRETT

Acknowledged By: REDDEN, MARY

Finalized By: KINDELMANN, BRETT

Title: TEACHER

Department: HS SPED

Evaluation Type: Teacher 4

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

Date Submitted: 11/08/2019 8:30 am EST

Date Acknowledged: 11/08/2019 8:50 pm EST

Date Finalized : 11/12/2019 7:37 am EST

Date of Observation:

Time or Period:

Grade Level/Subject:

## Domain 1: Planning and Preparation

### Domain 1-Planning and Preparation

Criteria	Highly Effective	Effective	Developing	Ineffective
<b>1a: Demonstrating knowledge of content and pedagogy</b>	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.
<b>1b: Demonstrating knowledge of students</b>	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.
<b>1c: Setting instructional outcomes</b>	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.
<b>1d: Demonstrating knowledge of resources</b>	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.
<b>1e: Designing coherent instruction</b>	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.
<b>1f: Designing student assessments</b>	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
<a href="#">Teacher Domain 1</a>	1 of 1 1 of 1	21.96	24	6	3.66	11/08/2019
<b>TOTAL:</b>		<b>21.96</b>	<b>24</b>	<b>6</b>	<b>3.66</b>	

Domain 1 Average 3.66

Comments and Recommendations:

- Demonstrating knowledge of content and pedagogy:**
  - The lesson demonstrates knowledge of pre requisite relationships among the discipline as the function of transport will be a common theme throughout the year
  - The teacher demonstrated effective knowledge of the subject
- Demonstrating knowledge of students:**
  - The teacher is well versed in her students' IEPs
  - The teacher collaborates with colleagues including those who provide special services to her students to gain information on their background
- Setting instructional outcomes:**
  - Outcomes reflect several different types of learning, including annotation, vocabulary and lab work
  - Outcomes present viable forms of assessment
- Demonstrating knowledge of resources:**
  - The teacher will incorporate skills and strategies learned at the district sponsored ICT workshops
  - The teacher has created skeletal notes for the students
- Designing coherent instruction:**
  - This lesson supports district priorities and state standards
  - The lesson has clear structure
- Designing student assessments:**
  - Students will be formatively assessed through question and answer throughout the lesson
  - The teacher will meet with each lab group
  - Students will be summatively assessed through the completion of an exit slip at the conclusion of the lesson

Domain 2: The Classroom Environment

Half Hollow Hills Observation Rubric Domain 2

Criteria	Highly Effective	Effective	Developing	Ineffective
<b>2a: Creating an environment of respect and rapport</b>	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.
<b>2b: Establishing a culture for learning</b>	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the value of learning.	The classroom culture is a cognitively busy place where students are engaged in learning.	The classroom culture is characterized by little commitment to learning by students.	The classroom culture is characterized by a lack of respect for student commitment to 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.	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.	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 thought to have a natural aptitude for the subject.	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.
<b>2c: Managing classroom procedures</b>	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.
<b>2d: Managing student behavior</b>	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.
<b>2e: Organizing physical space</b>	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
<a href="#">Teacher Domain 2</a>	1 of 1 1 of 1	19.49	20	5	3.898	11/08/2019
<b>TOTAL:</b>		<b>19.49</b>	<b>20</b>	<b>5</b>	<b>3.898</b>	

Domain 2 Average: 3.9

**Comments and Recommendations:**

- Creating an environment of respect and rapport:**
  - The school vision and academic integrity statements were displayed on the wall contributing to an atmosphere of respect, a culture for learning and demonstrating the teacher's commitment to supporting the school expectations
- Establishing a culture for learning:**
  - The classroom was decorated with content related and motivational posters
  - The teacher was very encouraging to the students
- Managing classroom procedures:**
  - The teacher worked well with her co-teacher
  - The white boards were at the student lab stations when they arrived
  - Students transitioned from whole class instruction to lab work with no instructional time lost
- Managing student behavior:**
  - Student behavior was entirely appropriate
- Organizing physical space:**
  - The teacher made effective use of technology in the form of the smart board
  - The classroom was arranged in a manner that was conducive to whole group instruction and lab work

**Domain 3: Instruction**

**Half Hollow Hills Observation Rubric Domain 3**

Criteria	Highly Effective	Effective	Developing	Ineffective
<b>3a: Communicating with students</b>	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	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	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	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



	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.	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.	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.	grammar or syntax. Vocabulary is inappropriate, vague, or use incorrectly, leaving students confused.
<b>3b: Using questioning / prompts and discussion</b>	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and 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.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student 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.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher 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.	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.
<b>3c: Engaging students in learning</b>	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.
<b>3d: Using Assessment in Instruction</b>	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.
<b>3e: Demonstrating flexibility and responsiveness</b>	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
<a href="#">Teacher Domain 3</a>	1 of 1 1 of 1	18.47	20	5	3.694	11/08/2019
<b>TOTAL:</b>		<b>18.47</b>	<b>20</b>	<b>5</b>	<b>3.694</b>	

Domain 3 Average **3.69**

**Comments and Recommendations:**

**Communicating with students:**

- The teacher wrote the students observations on the board as her co-teacher displayed the egg
- The teacher wrote vocabulary words and definitions on the board

**Using questioning / prompts and discussion:**

- The teacher asked questions such as "What specifically is this life function?" while reviewing the do now in order to activate students prior knowledge
- The teacher asked "What would be a logical first step?" when meeting with a lab group to prompt discussion and push students in the proper direction

**Engaging students in learning:**

- Using an egg to demonstrate transport, made the lab relatable and enjoyable, resulting in a high level of engagement
- Students were engaged in on-topic conversation throughout the whole lab

**Using Assessment in Instruction:**

- The teacher circulated the classroom during the do now to check progress
- The teacher met with each lab group to gauge understanding
- The students completed an exit slip

**Demonstrating flexibility and responsiveness:**

- The teacher worked closely with a student who had a broken arm to ensure that he was staying on task
- The teacher was attentive to all students and lab group individual needs

## Domain 4: Professional Responsibilities

if observable during pre or post observation conference:

**Half Hollow Hills Observation Rubric Domain 4**

Criteria	Highly Effective	Effective	Developing	Ineffective
<b>4a: Reflecting on Teaching</b>	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.
<b>4b: Maintaining Accurate Records</b>	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.
<b>4c: Communicating with Families</b>	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.
<b>4d: Participating in a Professional Community</b>	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.
<b>4e: Growing and Developing Professionally</b>	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.

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.

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.

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.

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
<a href="#">Teacher Domain 4</a>	1 of 1 1 of 1	0	0	0	0	11/08/2019
<b>TOTAL:</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

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: 3.75

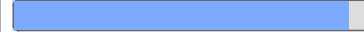
Rating

Highly Effective

Score

3.75

Total Overall Score (3.75/4)



Observation Rating

- **Highly Effective**  
3.5 - 4
- **Effective**  
2.5 - 3.49
- **Developing**  
1.5 - 2.49
- **Ineffective**  
0 - 1.49

Observer Comments:



## Teacher Post-Observation Reflection

### User Information

Name: MARY REDDEN (11222)

Building: HS EAST

Grade: None

Assigned Administrator: KINDELMANN, BRETT

Submitted By: REDDEN, MARY

Acknowledged By: N/A

Finalized By: KINDELMANN, BRETT

Title: TEACHER

Department: HS SPED

Evaluation Type: Teacher 4

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

Date Submitted: 11/07/2019 9:01 pm EST

Date Acknowledged: Unacknowledged

Date Finalized : 11/12/2019 7:37 am EST

Date of Post-Observation Conference: 11/8/2019

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

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

Yes, the students learned that the plasma membrane (cell membrane) is responsible for the life function Transport. Students learned that cells are made of organelles and organelles work together to carry out life functions and maintain homeostasis.

Evidence to support this is as follows:

- Students worked together making predictions, doing investigations, and relating their naked egg to cell membranes. Students wrote and drew pictures on wipe boards, then presenting different parts of the activity to the class.
- Students answered individual questions about the cell membrane when asked by teachers individually as well as when questioned to the entire class during whole group instruction and note taking.
- Students completed their exit tickets, tiered questions about the cell membrane, which were collected and checked by the teachers.
- Students completed a cell and microscope quiz today, and the class average was in the low 80s.

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

The goals and objectives for this lesson were appropriate because cells, organelles, and life functions are all a part of the HHH Living Environment curriculum. They are also heavily represented on the living environment regents. In addition, goals were appropriate because students were challenged yet able to understand the concept and apply it when completing the lab and quiz on related topics.

#### 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)?

Throughout this lesson, Ms O'Callaghan and I used a few different models of co-teaching which best benefits the students with and without special needs.

- **One Teach, One Support**- we used this during the Do Now, and introduction to the lab activity.
- **Parallel Teaching**- Ms O'Callaghan took lab tables 1-3 and I took 5 & 6 for the lab activity. This allowed for us to split the class into two smaller groups, working parallel to each other while monitoring and continuing the lab activity with the students.
- **Team Teaching**- both Ms. O'Callaghan and I planned this lesson together and throughout the lesson took turns contributing to group discussion with the whole class.

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

This class is the complete opposite of our 4th period class in terms of personalities. This class is very quiet but truly sweet and kind to each other. It's a great group of students, and they're always eager to learn. As with any group of students, they need consistent routines and procedures to keep students organized and on top of their class performance. We try to be consistent with regular quiz dates, and HW packets that are distributed and handed in on consistent days. Also note packets are always skeletal, and lab groups are heterogeneous.

This room is great in that it has 6 functioning lab tables. This allowed Ms O'Callaghan and I to spread out, leaving a lab table open between our two smaller groups when investigating and making predictions about the eggs. Also, the use of dry erase boards work well in groups and are useful when doing stations and reinforcing skills with students who need it.

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

Yes I altered the plan. I originally wanted the students to be at the conclusion or discovery phase of the lab on Wednesday, but the shells of the eggs took a day longer to completely dissolve than previously thought. They took 48 hours to become "naked" as opposed to 24. So, we decided to use a shelled raw egg as the control against the "naked egg", and focus primarily on Transport (diffusion) of food coloring and simple substances through the cell membrane.

### File List

File Name	Date Uploaded	Size

### Artifacts

Name	Upload Date	Upload User	File