

Teacher Informal Observation

User Information

Name: MARY REDDEN (11222)

Building: HS EAST

Grade: None

Assigned Administrator: PERSKIN, PAUL

Submitted By: PERSKIN, PAUL

Acknowledged By: REDDEN, MARY

Finalized By: PERSKIN, PAUL

Title: TEACHER

Department: HS SPED

Evaluation Type: Teacher 4

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

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Date of Observation 10/3/2019

Time or Period: Period 4

Grade Level/Subject: Biology ICT

Domain 2: Classroom Environment

Half Hollow Hills Observation Rubric Domain 2

Criteria	Highly Effective	Effective	Developing	Ineffective
2a: Creating an environment of respect and rapport	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for student's ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Patterns of classroom interaction, both between the teacher and student and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-down's, or conflict. Teacher does not deal with disrespectful behavior.
2b: Establishing a culture for learning	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.	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.	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 thought to have a natural aptitude for the subject.	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.
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	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources,	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the

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.

appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.

including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.

arrangement of furniture and resources, including computer technology, and the lesson activities.

Rubric Score: 18.47/20

Domain 2 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
Teacher Domain 2	1 of 1 1 of 1	18.47	20	5	3.694	10/03/2019
TOTAL:		18.47	20	5	3.694	

Domain 2 Average 3.69

Comments and Recommendations:

Upon entering the classroom, Ms. Redden was reminding students to pay attention to the student-teacher who was presenting at the front of the classroom. All 23 students had a laptop open on their desk following along with the pre-planned Nearpod task. Ms. Redden reiterated the question which asked students to predict, "What do you think the cracker will taste like?" Ms. Redden checked in with her students to ensure that they were responding to the question. Ms. Redden then helped the teacher provide crackers to the class for the experiment. Ms. Redden consistently circulated to ensure that students were on task answering the questions and not misbehaving.

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 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.
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 is regularly used during instruction, through monitoring of progress of	Assessment is used sporadically to support instruction, through some monitoring of progress of	There is little or no assessment or monitoring of student learning; feedback is absent, or

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.

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.

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.

of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.

3e: Demonstrating flexibility and responsiveness

Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.

Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.

Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.

Rubric Score: 17.45/20

Domain 3 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
Teacher Domain 3	1 of 1 1 of 1	17.45	20	5	3.49	10/03/2019
TOTAL:		17.45	20	5	3.49	

Domain 3 Average **3.49**

Comments and Recommendations:

Ms. Redden reminded students that they could write their observations to the work on the Do Now, supporting the instructional purpose of the lesson. Ms. Redden stated questions such as, "What comes to your head?" "Do you need water?" "Is it becoming pasty?" in an effort to prompt students with their responses to their scientific observations. Ms. Redden supported the class by jotting down the observations on the board, and providing positive reinforcement such as "good" and "nice" to show that students were providing accurate responses. With one particular response, Ms. Redden suggested an alternative word, "dissolving," as it was more scientific based. Ms. Redden consistently circulated the classroom, checking in with students on their responses, asking questions as needed, and ensuring on-task behavior for all students. In future lessons, consider asking students to have discussions with one another, which could help foster a deeper student-to-student understanding of the task.

Total Overall Score: 3.59

Rating

Highly Effective

Score

3.59

Observation Rating

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

Total Overall Score (3.59/4)