

Teacher Pre-Observation and Lesson Plan

User Information

Name: MARY REDDEN (11222)	Title: TEACHER
Building: HS EAST	Department: HS SPED
Grade: None	Evaluation Type: Teacher 4
Assigned Administrator: MELFI, MICHELLE	Evaluation Cycle: 09/16/2019 - 07/01/2020
Submitted By: REDDEN, MARY	Date Submitted: 01/27/2020 7:18 pm EST
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: MELFI, MICHELLE	Date Finalized : 01/28/2020 7:22 pm EST

Date of Pre-Observation Conferer 1/28/2020

Date of Observation: 1/30/2020

Grade Level/Subject/Period (or Time) Regents Chemistry 10th and 11th Graders

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 regents chemistry class with students in both 10th and 11th grades. This class is a mix of typical students and students with special needs. There are 20 students in this class and 6 of them have IEPs for various reasons and several others have 504 plans. Of the students with special needs, disabilities include learning disabled and ADHD.

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

Heterogenous lab groups (partners) have been created by the teacher. Also, a well thought out seating chart has been recently implemented to optimize student focus during lesson demonstrations as well as to increase accuracy of task follow through. In addition, an extended component of the lab has been added for students who wish to further their understanding of reactions and precipitates.

Goals/Priorities

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

Lesson Objective

- Students will identify chemical reactions as single-replacement reactions and double-replacement reactions.
- Students will determine whether or not single replacement & double replacement reactions occur using table J on the chemistry reference table.
- Students will write balanced reactions based on the reactions performed.
- Students will enhance student laboratory skills using chemicals and necessary lab equipment.

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

The content of this lesson, (Moles/Stoichiometry) is aligned with the Half Hollow Hills Chemistry Curriculum for regents level classes in NYS. Also, it aligns with the NYS Common Core Standards for the same area.

This lesson supports the following New York State Common Core Learning Standards in the area of Chemistry:

Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity

- 3.1cc, 3.1ee, 3.3c, 3.1oo, & 3.2b

Learning Plan

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

We plan to engage the students by beginning the lesson with a recap of single-replacements. The teacher will then introduce the process of double replacements (a reaction that occurs when two ionic compounds exchange ions, producing two new ionic compounds), giving examples of double reactions for students to identify and write independently. Teacher will go on to explain this part of the lab as an activity to determine, by use of specific chemical compounds, whether or not double replacements can and do occur based on observations of these chemical compound's reactions as well as their knowledge of chemistry.

Next, the teacher will quickly review rules procedures about the lab when using chemicals, and remind students of lab groups (partners).

Students will..

1. follow lab instructions for Test tubes A and B and record all observations on their lab chart documenting before and after chemical combinations
2. identify a precipitate (the creation of a solid from a solution) if there is one
3. write the finished reaction and balance the equation on their lab handout

Students will then analyze their findings and answer conclusion questions based on this lab and on their knowledge of chemistry.

As an extension when finished with the above tasks, students can work with Mr Russo to dissolve their precipitate.

The teacher will then close the lesson on double replacements.

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

The following instructional materials will be used in this lesson:

- **Do Now**- activate prior knowledge of single replacements
- **Smart Board**- tools that project visuals and descriptions of equations for better viewing
- **Teacher Introduction**- used to guide students through the double replacement process
- **Student Sign-Up Schedule**- Students will have the opportunity to sign up for with the teacher on a mutual off period or extra help if necessary
- **Lab Activity**- Types of Reactions: Single & Double Replacements (hard copy)
 - **Lab Materials per group**- 2 small test tubes, goggles, aprons
chemicals- Na_2CO_3 (aq), CaCl_2 (aq), CuSO_4 (aq), & NaOH (aq) in dropper bottles

Student Progress

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

Typically, students have issues with writing out the new double replacement formulas. Also, students can have issues identifying the precipitate on table f, and this is a skill they'll need when taking the regents. This lab will be a good way for students to physically see the chemicals as they put them together to form new reactions. It will also help them detect the precipitate (the solid formed in a solution) and be able to identify it visually. This hands-on task helps students make more concrete connections between the written formula that they typically see on paper and the observable chemical reactions they'll make in the lab.

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)

Reactions will be an ongoing topic for assessment. For this lesson, I plan to ask and have students answer whole class questions about reactions in the beginning of class and at the end of this lesson. During the lab, my co-teacher and I plan to circulate, assist, guide, and ask questions assessing individual student understanding. Also, the teachers will collect and grade this lab to assess understanding, and students will be given a quiz on reactions and moles on Friday of this week. Generally, I meet with a small group of students 3rd period a few times a week, a castle learning will be uploaded as a HW assignment this week, and the reactions packet will be collected and graded at the end of this unit.

Additional Items

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

I will be introducing this lesson. As this is my first year in a regents chemistry course, the more teaching practice I get, the more proficient with the material I will become.

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)	Title: TEACHER
Building: HS EAST	Department: HS SPED
Grade: None	Evaluation Type: Teacher 4
Assigned Administrator: MELFI, MICHELLE	Evaluation Cycle: 09/16/2019 - 07/01/2020
Submitted By: MELFI, MICHELLE	Date Submitted: 02/03/2020 7:18 pm EST
Acknowledged By: REDDEN, MARY	Date Acknowledged: 02/03/2020 9:51 pm EST
Finalized By: MELFI, MICHELLE	Date Finalized : 02/04/2020 5:32 pm EST

Date of Observation:	1/30/2020
Time or Period:	Period 9
Grade Level/Subject:	Integrated Co-Teaching Regents Chemistry

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

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.

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.

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.

students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.

1f: Designing student assessments

Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.

Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.

Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.

Rubric Score: 22.47/24

Domain 1 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
Teacher Domain 1	1 of 1 1 of 1	22.47	24	6	3.745	02/03/2020
TOTAL:		22.47	24	6	3.745	

Domain 1 Average 3.74

Comments and Recommendations:

*Mrs. Redden displayed a solid knowledge of the important concepts and skills in Chemistry and how these relate to one another. While Mrs. Redden is new to the course this year, she has taken the time to study and absorb the curriculum, building a solid foundation of the key concepts and ideas. Mrs. Redden possesses an extensive knowledge of teaching strategies and organizational techniques to introduce into lessons to enhance the learning process for her students.

*Mrs. Redden actively seeks out knowledge of students cognitive level of development and their backgrounds, cultures, skills, interests and special needs through a variety of sources. Mrs. Redden has a strong background of her students as all of the special education students in the class she previously taught in integrated co-teaching Living Environment two years earlier and many of the general education students Mrs. Redden had in class last year. Mrs. Redden also allows students to sign up for times to meet with her throughout the day for extra help with the curriculum or assistance with organizing their materials. During the pre observation conference, Mrs. Redden shared the sign up sheet. To my amazement, every period of the day for the entire week had one or more students (general education and/or special education) signed up. Mrs. Redden went on to explain that students that come to another class period need minimal assistance and, most times, sit quietly in the back of the room. Mrs. Redden also shared that prior to allowing students in other classes, she had a conversation with her other co-teachers to ensure they were comfortable with this procedure.

*At the conclusion of the lesson, students will know what a double replacement reaction is and, based on their knowledge and observations, whether the reaction will occur. Students will understand that when chemicals react together, a new compound can be created. Finally, students will be able to identify chemical reactions as single replacement reactions and double replacement reactions, determine whether the reactions occurred utilizing table J on the Chemistry reference table, write balanced reactions based on the reactions performed and enhance their laboratory skills.

*Mrs. Redden's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive including those available through the school, district and multiple outside sources. In this class, Mrs. Redden creates many of her own materials to reinforce learning in the classroom. She devises worksheets, study sheets and organizers based on knowledge of the curriculum she acquires from Mr. Russo, her co-teacher, and a multitude of outside sources to enhance student understanding of the concepts and ideas taught in class.

*Mrs. Redden coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to the intended instructional outcomes and suitable for the class as a whole. The lesson will begin with a brief review of single replacement reactions before introducing the process of double replacement reactions. After providing students with examples of this process, Mrs. Redden will explain the lab activity the students will undertake. Once at the lab stations, students will conduct experiments, record their observations, identify a precipitate (if one is present), indicate the finished reaction and balance the equation. Students will then analyze their results and answer questions based on the conclusions from this experiment. Once complete, students will have an opportunity to work with Mr. Russo dissolving their precipitate before a wrap up in conducted at the end of the period.

*Mrs. Redden's plan for student assessment is aligned with the instructional outcomes with clear standards and criteria. Assessment of learning will be gathered through questioning, discussion, assessment of student work at the lab stations, grading of the labs and a quiz on reactions and moles at the end of the week.

Domain 2: The Classroom Environment

Half Hollow Hills Observation Rubric Domain 2

Criteria	Highly Effective	Effective	Developing	Ineffective
2a: Creating an environment of respect and rapport	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth,	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are	Patterns of classroom interactions, both between the teacher and students and among students, are generally	Patterns of classroom interaction, both between the teacher and student and among students, are mostly negative,

	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.	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.	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.	inappropriate 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 effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

Rubric Score: 18.47/20

Domain 2 Rubric Score Report							
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	
Teacher Domain 2	1 of 1 1 of 1	18.47	20	5	3.694	02/03/2020	
TOTAL:		18.47	20	5	3.694		

Domain 2 Average: 3.69

Comments and Recommendations:

*Interactions between Mrs. Redden and individual students were highly respectful, reflecting genuine warmth, caring and sensitivity to students as individuals. Mrs. Redden provided praise and support for the students, clapping when a student proudly displayed her work, giving a congratulatory pat on the arm and speaking words of affirmation such as "I'm so proud of you," "excellent," "nice job" and "good try."

*The classroom culture was a cognitively busy environment where learning is valued by all with high expectations for learning the norm for most students. Mrs. Redden and Mr. Russo have created a warm and nurturing learning environment where students feel safe taking academic challenges. On more than one occasion, students responded incorrectly yet, they were comfortable putting themselves out there and taking a chance. One student proclaimed, "I'm not really sure how to get the answer but I will try," during whole group instruction demonstrating his ability to make himself vulnerable to his peers.

*There was little loss of instructional time due to effective classroom routines and procedures. Students entered the room, took their seats and had their materials ready for class. Prior to the period starting, all equipment required for the lab was placed at each lab station to reduce any loss of time from retrieving the required elements. Transition to the lab stations went smoothly as lab partners were already established and students were familiar

*Student behavior was entirely appropriate due to subtle, proactive monitoring by Mrs. Redden and Mr. Russo. Students expressed excitement for learning and remained engaged and focused on the lesson. Mrs. Redden and Mr. Russo had a nice manner in connecting with the students which created a welcoming learning environment.

*The classroom was safe and accessible to all students. The room was arranged with seven rows of four desks facing a long lab table in the front of the room and the Smart board. Lab stations were located on the side and across the back of the room with a multitude of lab equipment spread throughout the room. A large periodic table hung from the front board and there was some evidence of student work on display.

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. 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	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when

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.

questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.

success, but has only a limited repertoire of strategies to draw upon.

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	02/03/2020
TOTAL:		17.45	20	5	3.49	

Domain 3 Average 3.49

Comments and Recommendations:

*Mrs. Redden's explanation of the content was clear and accurate with vocabulary appropriate to the developmental level of the students. Even though Mrs. Redden is new to this curriculum, she was able to provide instruction and guidance to the students in the class. Mrs. Redden introduced the key vocabulary words and concepts at the beginning of the lesson and challenged students to determine the chemical make up of a piece of coral which was a precipitate as a result of a chemical reaction in the sea water.

*Mrs. Redden posed questions to the students designed to promote student thinking and understanding. During the anticipatory set of the lesson, Mrs. Redden wrote 2 chemical compounds on the board, asking students to name the compound and determine if it is soluble or insoluble. This activity activated prior knowledge, reviewing the vital terms and concepts needed for this lesson. It led nicely into a discussion about precipitates and the lab activity students were about to partake in.

*The learning tasks and activities were aligned with the instructional outcomes and designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content. Following the introduction to the concepts and main principles of the lab, students participated with a partner at lab stations in creating two chemical reactions. Once chemicals were combined in two separate test tubes, students were required to record their initial observations and the reactions that occurred, if any. Students enjoyed watching the new by products form, appearing as if they expected a faster reaction would occur. With a partner, students determined the precipitate that formed, writing the equation of the reaction in words and as a balanced equation.

*Assessment was regularly used during instruction through monitoring of student progress of learning by Mrs. Redden. Assessment of learning was acquired from questioning, discussion, grading of the labs and will be formally assessed on a quiz.

*Mrs. Redden made minor adjustments to the lesson to accommodate student questions, needs and interests. Mrs. Redden introduced a piece of coral to the class to show a familiar object that happened to be one example of a precipitate. In doing so, she made this unknown concept into something tangible the students could recognize. During the lab, Mrs. Redden allowed student progress and questioning dictate the pace and amount of time spent on this activity.

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
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: 3.49/4

Domain 4 Rubric Score Report							
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	
Teacher Domain 4	1 of 1 1 of 1	3.49	4	1	3.49	02/03/2020	
TOTAL:		3.49	4	1	3.49		

Domain 4 Average: 3.49

Comments and Recommendations:
 *Mrs. Redden made an accurate assessment of the lesson's effectiveness and the extent to which it achieved the intended instructional outcomes. In the next day's lesson, Mrs. Redden was able to work more with the students on this lesson and was happy to report that the students grasped all the concepts and main ideas. Mrs. Redden was pleased with the outcome of the lesson. She was excited that the precipitates came out different for each group which provided students an opportunity to observe a variety of outcomes. She was delighted that students were able to properly balance the equations and identify the precipitates without having to rely on the chart in the reference table.

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

Total Overall Score: 3.6

Rating

Highly Effective

Score

3.6

Observation Rating

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

Total Overall Score (3.6/4)

Observer Comments:

Teacher Post-Observation Reflection

User Information

Name: MARY REDDEN (11222)	Title: TEACHER
Building: HS EAST	Department: HS SPED
Grade: None	Evaluation Type: Teacher 4
Assigned Administrator: MELFI, MICHELLE	Evaluation Cycle: 09/16/2019 - 07/01/2020
Submitted By: REDDEN, MARY	Date Submitted: 02/02/2020 10:01 pm EST
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: MELFI, MICHELLE	Date Finalized : 02/02/2020 10:58 pm EST

Date of Post-Observation Conference: 2/3/2020

Grade Level/Subject/Period (or Time): ICT Regents Chemistry

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

Yes, the students were able to identify double replacements by predicting reactions of compounds used in this lab. Also, students were able to find the precipitate in the reaction by observing the solid form when compounds were mixed as well as looking up solubility rules on their reference tables.

Evidence to support this is as follows:

- Students worked together to create double replacement reactions using chemicals, find the precipitate, and write balanced double replacement reaction equations.
- Students answered individual questions first about single replacements and then about double replacement reactions when asked by teachers individually as well as when questioned during whole group instruction.
- Students completed their labs on Friday, answered analysis questions about the lab which were collected and checked by the teacher.

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

The goals and objectives for this lesson were appropriate because single and double replacements are part of the HHH Chemistry curriculum. They are also represented on the chemistry regents. In addition, these goals were appropriate because students were challenged yet able to understand the concept and apply it when completing the lab and answering the analysis questions.

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)?

This is the first year I'm teaching Chemistry, so as I'm new to the subject, I'm not yet able to co-teach like I do in our living environment classes. Usually, Mr Russo and I use a few different models of co-teaching to help meet each student's needs.

1. **One Teach, One Assist**- always when introducing new topics
2. **Station Teaching** - when reviewing and completing labs
3. **Alternative Teaching**- this usually occurs between classes, when students need more practice with skills

During this lesson, I opened and closed it, and Mr Russo and I assisted students when necessary while they were completing the lab. The students will be getting new lab partners next week as switching partners often helps attending and productivity. To improve this lesson, a parallel teaching approach could be used to decrease the group sizes allowing for a smaller student to teacher ratio.

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 a joy to end everyday with. 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 organized and on top of their class performance. Mr Russo is very consistent with regular quiz dates and regular practice HW which is essential. For a lot of students this is the first hard science course they've ever taken, so it is an adjustment initially when they realize how much work they have to put in. Luckily, as this is an ICT class, special education students as well as general education students benefit from two teachers circulating and assisting where necessary and I make myself available between periods to see students who sign up for help.

With every concept or new topic there are several labs, a packet, quizzes, castle learning, and HW and unit tests to close the topic. This lab was introduced in the beginning of the week, which allowed us to focus only on single replacements. This lesson focused solely on double replacements, precipitates, and writing the equations in both short and long form. This takes time and the analysis questions were followed up and completed on Friday. With concepts such as this, it takes time for students to process the information and often several periods are used to complete one complete lab.

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

The lesson wasn't altered in anyway from it's original template. Mr Russo and I planned this lesson together, but as this is my first year in chemistry, I generally do not open and close lessons.

File List

File Name	Date Uploaded	Size

Name	Upload Date	Upload User	File			
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