

PISD T-TESS Observation - Entire Process

Name: Brandy Netherton

Appraiser: Eileen Grose

Date: 12/13/2017, 13:15 - 14:15 (Revised: 1/8/2018)

School: High School

TYPE OF OBSERVATION

Formal/Announced

Informal/Unannounced

PRE-CONFERENCE (for formal/announced observations only)

Benefits for Appraiser and Teacher

Purpose of the Pre-Conference:

Prior to announced/formal observations, the appraiser conducts a pre-conference meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context for the upcoming observation. The overall purpose of the pre-conference is for the appraiser and teacher to mutually discuss the upcoming lesson observation with focus on the interrelationships between planning, instruction, the learning environment and student outcomes. The pre-conference also provides teachers an opportunity to demonstrate their knowledge and skill for the **PLANNING DOMAIN** and its correlating dimensions: Standards and Alignment, Data and Assessment, Knowledge of Students, and Activities. The evidence that is gleaned from reviewing the lesson plan and from the pre-conference is used to support the dimensions/descriptors for the Planning Domain, along with team planning meetings and other data collection measures.

What objectives will be addressed in the lesson? Reinforce key concepts from previous lesson on nomenclature.

What do you expect the students to know and be able to do after the lesson? Students should be able to be more accurate and quicker at writing compound names and formulas.

Where is this lesson in the context of your unit plan? Reviewing nomenclature. Hands on activity. Charts with compounds with manipulatives.

What are the prerequisite skills that the students have to know in order to be successful in this lesson? Knowing that 8 valence electrons are needed for stability in atoms and compounds.

Briefly describe the varied learning needs of students in this class, including those with disabilities and English Language Learners, and how you plan and prepare to meet their needs. 25 students with some 504 students and some with health needs.

How will you differentiate your instruction in order to address a variety of learning styles? Asking clarifying questions that leads them through the process.

Are there any particular grouping structures in place? If so, how will you hold students accountable for group work? small group instruction to complete activity. This will be points back on their test from Monday. Has essential questions that need to be answered. Questions about the process.

How will you assess whether or not students met the objectives for the lesson?

Is there anything in particular you want me to be observing with regard to your areas of reinforcement and refinement? Instruction delivery.

What are your plans for lesson closure and reflection? Ending questions to use for differentiation.

Are there any other special circumstances that I should be aware of before the announced observation?

Is there anything else you would like to discuss before the observation?

OTHER QUESTION:

OTHER QUESTION:

OTHER QUESTION:

Additional Questions:

Reflections:

OBSERVATION

DOMAIN 1: PLANNING

DIMENSION 1.1 - Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

EVIDENCE:

Ms. Netherton works closely with her colleague to plan lessons that are relevant, sequences and aligned to state standards. She has worked to plan appropriate time for the lesson and lesson closure. Her objectives are aligned with lesson's goals and fit into the broader unit.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	_____	_____	_____ 	_____	_____

DIMENSION 1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

EVIDENCE:

During lesson planning, Ms. Netherton uses data gathered from both formal and informal assessment to plan and recognize the need for re-teaching or reviewing of concepts. Using this and information on grades, behavior and participation in class, Ms. Netherton provides feedback to the students, co-teachers and families. She is currently working on building instructional strategies to meet the needs of all students in her classroom.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	_____	_____	_____	_____ 	_____

DIMENSION 1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

EVIDENCE:

Lessons that are planned make connections to prior knowledge and experiences within the classroom. There are limited connections to life experiences and the skills of most students but it is evident that Ms. Netherton is making attempts at making these connections with the students.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.				✓	

DIMENSION 1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

EVIDENCE:

During the planning of this lesson, Ms. Netherton planned questions that were encourage engagement in the lesson and the development of higher order thinking skills needed to complete the assignment. Students were grouped in heterogenous groups based on content knowledge and understanding of the topic. The activity resources are clear and aligned with the instructional purpose of the lesson on nomenclature.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.			✓		

Additional comments about Domain 1: Planning

As a first year teacher, Ms. Netherton is developing the skills necessary to plan lessons that engage the students and ensure their success in the attainment of content knowledge and the building of experiences needed for further learning.

DOMAIN 2: INSTRUCTION

DIMENSION 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

EVIDENCE:

At the beginning of the class period, Ms. Netherton reviewed both behavioral and academic expectations with the class. The academic expectations were challenging enough for most of the students, but attainable. During the lesson, Ms. Netherton persisted and asked questions of students. The use and review of "CLEVER" statements with students to address their approach to the activity and content. Most students were able to demonstrate mastery of the objective and were able to take initiative of their own learning.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The teacher supports all learners			✓		

in their pursuit of high levels of academic and social-emotional success.

DIMENSION 2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

EVIDENCE:

Both students and teacher were able to discuss content knowledge and multiple contexts, thus making it evident of their mastery. The activity observed using the manipulatives provided an integration of other disciplines such as reading and writing. The visual aspect of the molecule models, gave students the opportunity to use other types of thinking. One group of students were able to discuss among themselves what type of learners they were and what parts of this activity were going to be the best for them.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.			✓		

DIMENSION 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

EVIDENCE:

Throughout the class period, Ms. Netherton has established ways that the students are able to communicate with each other and the teacher. Raising their hand, and asking a partner were just two practices that were observed. During the activity, Ms. Netherton walked from group to group, clarifying concepts and recognizing when students were disengaged or misunderstanding. Ms. Netherton responded by asking questions or restating the directions. She has a limited array of teaching techniques for clarification and providing explanations.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.			✓		

DIMENSION 2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

EVIDENCE:

The lesson observed addressed the needs of some of the students, especially those that needed review of the concept and were visual learners. Ms. Netherton did monitor throughout the period for participation and performance and was able to recognize confusion or disengagement, but minimally responded.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	_____	_____	_____	_____ ✓	_____

DIMENSION 2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

EVIDENCE:

When monitoring the lesson and making adjustments to the instruction, Ms. Netherton has a limited set of skills. She is working at developing those skills through work with her colleagues and the attendance at professional development opportunities.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	_____	_____	_____	_____ ✓	_____

Additional comments about Domain 2: Instruction

As a first year teacher, Ms Netherton has shown growth in all areas of instructions and is working diligently to improve and develop her own instructional approach. She is knowledgeable in her content and can deliver instructional sound lessons.

DOMAIN 3: LEARNING ENVIRONMENT

DIMENSION 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.

EVIDENCE:

In the classroom, Ms. Netherton has some procedures, routines and transitions in place that provide clear direction to the students, but others are unclear and inefficient. It is clear that there is a cell phone policy in the classroom during instructional periods, but what the procedure or expectations about talking during the instruction was not clear. Some students were talking to others or not paying attention. Ms. Netherton did repeat the instructions and ask clarifying questions to those students that were not paying attention.

During the activity, students were using manipulatives and had to be reminded to use them and then put them away.

Overall, the classroom is safe and accessible to students.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.				✓	

DIMENSION 3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.

EVIDENCE:

Ms. Netherton was able to manage student behavior through a behavior management system that is in place. It was evident that students knew what the overall expectations were in the classroom for behavior. Few redirections were given or needed.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The teacher establishes, communicates and maintains clear expectations for student behavior.			✓		

DIMENSION 3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.

EVIDENCE:

Students were engaged in relevant and meaningful learning that is connected to state standards and were sequenced. It was observed that the students were actively engaged and interested in the lesson and really enjoyed interacting with each other and the teacher throughout the class period.

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The teacher leads a mutually respectful and collaborative class of actively engaged learners.			✓		

Additional comments about Domain 3: Learning Environment

The environment in Ms. Netherton's classroom is one of mutual respect and understanding. Some work on procedures and transitions are needed in order to ensure that all students are engaged and learning.

POST-CONFERENCE

AREA OF REINFORCEMENT

DOMAIN 1: PLANNING

1.1 Standards and Alignment (SA)
1.4 Activities (ACT)

1.2 Data and Assessment (DA)

1.3 Knowledge of Students (KS)

DOMAIN 2: INSTRUCTION

2.1 Achieving Expectations (AE)
2.4 Differentiation (DIF)



2.2 Content Knowledge Expertise (CKE)
2.5 Monitor and Adjust (MA)

2.3 Communication (COM)

DOMAIN 3: LEARNING ENVIRONMENT

3.1 Classroom Environment, Routines and Procedures (ERP)

3.2 Managing Student Behavior (MSB)


3.3 Classroom Culture (CC)

EVIDENCE:

Ms. Netherton knows her content very well and is able to pass that knowledge on to students.

AREA OF REFINEMENT

DOMAIN 1: PLANNING

1.1 Standards and Alignment (SA)
 1.4 Activities (ACT)

1.2 Data and Assessment (DA)

1.3 Knowledge of Students (KS)

DOMAIN 2: INSTRUCTION

2.1 Achieving Expectations (AE)
2.4 Differentiation (DIF)

2.2 Content Knowledge Expertise (CKE)
2.5 Monitor and Adjust (MA)

2.3 Communication (COM)

DOMAIN 3: LEARNING ENVIRONMENT

3.1 Classroom Environment, Routines, and Procedures (ERP)

3.2 Managing Student Behavior (MSB)

3.3 Classroom Culture (CC)

EVIDENCE:

RECOMMENDATIONS

Signed: 1654

Brandy Netherton

1/8/2018

Date:

Signed: 1652

Eileen Grose, Appraiser

1/8/2018

Date: