

# PISD T-TESS Observation - Entire Process

Name: Brandy Netherton, 6th  
Date: 11/13/2018, 03:00 PM - 04:00 PM  
(Revised: 12/3/2018)  
School: High School

Appraiser: Eileen Grose

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## TYPE OF OBSERVATION

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Formal/Announced  Informal/Unannounced

## PRE-CONFERENCE (for formal/announced observations only)

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### 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?

What do you expect the students to know and be able to do after the lesson?

Where is this lesson in the context of your unit plan?

What are the prerequisite skills that the students have to know in order to be successful in this lesson?

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.

How will you differentiate your instruction in order to address a variety of learning styles?

Are there any particular grouping structures in place? If so, how will you hold students accountable for group work?

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?

What are your plans for lesson closure and reflection?

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

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### DOMAIN 1: PLANNING

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**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 plans lessons in collaboration with colleagues that are aligned to state standards, sequential and relevant to the

students' learning. When planning lessons, she ensures that time is given for all parts of the lesson and that it fits into the broader unit.

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**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.	_____	_____	_____ 	_____	_____

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**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:**

Ms. Netherton uses data collected from both formal (summative and common) and informal (use of standards based grading) assessments to monitor the mastery of the content provided to students. With this data, she is able to provide feedback to students, in the form of grades and communication. Ms. Netherton also makes changes to her instructional strategies based on this data. An example is creating tools that students can use to access information. In the lesson observed, students had created a VSPER foldable that they were able to use for the review.

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**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.	_____	_____ 	_____	_____	_____

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**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:**

Planned lessons use data and connect to students' prior knowledge and experiences. Ms. Netherton makes references to prior learning experiences throughout the lesson and makes adjustments that address strengths and weaknesses throughout the lesson.

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**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.	_____	_____	_____ 	_____	_____

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

**EVIDENCE:**

For this lesson, students were in small groups and were reviewing for an exam. The small groups were based on behavior, although students did have an understanding of their roles within the groups. Students worked within their small groups to answer questions with each other about electron configurations and then shared out if they thought they got the right answer or not. Students were asked to work in small groups to discuss possible benefits to a chemist having Lewis Dot diagrams. Ms. Netherton used technology such as Google classroom and Google slides with the presentations being available to students outside of the classroom.

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**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.	_____	_____	_____ 	_____	_____

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**Additional comments about Domain 1: Planning**

Ms. Netherton works with her colleagues to create lessons that are aligned and engaging with the use of data.

**DOMAIN 2: INSTRUCTION**

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

**EVIDENCE:**

Lesson frame was posted in classroom but not reviewed. We will review unit 3 and I will ask questions and participate in writing activities. Ms. Netherton did set some academic expectations such as the use of the VSPER tool to review, working with partners or small groups to answer questions and discuss content. Throughout the lesson, Ms Netherton address students mistakes and was able to anticipate some mistakes. Review the shapes of the elements during the review and giving students options on ways to diagram the electron configuration. Through the use of small group purposeful talk and group work, students were given the opportunity to take initiative of their own learning. An example is the closing activity. Students worked in a group to create a joke, rhyme, limerick, acronym, meme or other device to help them remember the difference between ionic covalent bonds.

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**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.	_____	_____	_____ 	_____	_____

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**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:**

Ms. Netherton did take the opportunity to integrate other disciplines during the lesson. Students were asked to create a literary device to remember the content, the use of math terms such as Tetrahedral and history with possible benefits of chemist using different diagrams. Through this, Ms. Netherton was able to convey accurate content knowledge and provided opportunities for student to use different types of thinking.

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**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.	_____	_____	_____ 	_____	_____

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

**EVIDENCE:**

In the classroom, there are many different opportunities for students to communicate with their teacher and peers through group work, small group purposeful talk, and teacher directed questions. Students appear comfortable with these forms of communication. Through the use of these techniques, Ms. Netherton is able to recognize possible student misunderstanding and address them. For this lesson, the questions that were asked are at the remember, understand and apply level and are used for review.

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**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.	_____	_____	_____ 	_____	_____

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

**EVIDENCE:**

Ms. Netherton regularly monitors the students for their performance and participation. She does this by walking around the room and asking students questions about the content. If a student shows confusion, Ms. Netherton is able to address the individual student and review the content or present it in a different way to ensure that they understand.

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

Distinguished	Accomplished	Proficient	Developing	Improvement
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Needed

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.



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

**EVIDENCE:**

Throughout the lesson observed, Ms. Netherton transitioned six times to different activities to maintain student engagement. From warmup - direct teach - partner work - reteach - small group purposeful talk - teacher directed questions - cloze activity. Ms. Netherton spent the entire class in the power zone monitoring students for behavior, engagement and understanding.

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**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.



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**Additional comments about Domain 2: Instruction**

Ms. Netherton provides activities that develop the students social/emotion/learning need and clear communication.

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**DOMAIN 3: LEARNING ENVIRONMENT**

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

**EVIDENCE:**

In the classroom, it is evident that there are procedures in place that have been directly taught to the students (i.e. phone in pockets, materials and warmup). Students actively participated in groups and managed supplies and equipment with little direction.

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**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.



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

**EVIDENCE:**

Ms. Netherton consistently implemented the campus and classroom behavior system. She did redirect students who had off task behavior (talking) consistently. Most student did meet the expected behavior standards.

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**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.	_____	_____	_____ 	_____	_____

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

**EVIDENCE:**

Students were respectful of the teacher and their peers and engaged themselves in the learning process.

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**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.	_____	_____	_____ 	_____	_____

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**Additional comments about Domain 3: Learning Environment**

Ms. Netherton has worked on classroom management and has put processes and procedures in place that encourage learning and redirection of misbehavior.


**POST-CONFERENCE**

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**AREA OF REINFORCEMENT**

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**DOMAIN 1: PLANNING**

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|----------------------------------|---|------------------------------|--------------------------------|
| 1.1 Standards and Alignment (SA) |  | 1.2 Data and Assessment (DA) | 1.3 Knowledge of Students (KS) |
| 1.4 Activities (ACT)             |   |                              |                                |

**DOMAIN 2: INSTRUCTION**

- |                                 |                                       |                         |
|---------------------------------|---------------------------------------|-------------------------|
| 2.1 Achieving Expectations (AE) | 2.2 Content Knowledge Expertise (CKE) | 2.3 Communication (COM) |
|---------------------------------|---------------------------------------|-------------------------|

2.4 Differentiation (DIF)

2.5 Monitor and Adjust (MA)

**DOMAIN 3: LEARNING ENVIRONMENT**

✓ 3.1 Classroom Environment, Routines and Procedures (ERP)

3.2 Managing Student Behavior (MSB)

3.3 Classroom Culture (CC)

**EVIDENCE:**

**AREA OF REFINEMENT**

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**DOMAIN 1: PLANNING**

1.1 Standards and Alignment (SA)

1.2 Data and Assessment (DA)

1.3 Knowledge of Students (KS)

1.4 Activities (ACT)

**DOMAIN 2: INSTRUCTION**

✓ 2.1 Achieving Expectations (AE)

2.2 Content Knowledge Expertise (CKE)

2.3 Communication (COM)

2.4 Differentiation (DIF)

2.5 Monitor and Adjust (MA)

**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**

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Be clearer about what student are expected to have learned by the end of the lesson. Work on lesson frame with social objectives.

Read articles or books on setting expectations in the classroom.

Write out what exactly it is that the student is supposed to know. (TEK)

Signed: 4077

5/1/2019

Signed: 3504

1/24/2019

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**Brandy Netherton, 6th**

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**Date:**

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**Eileen Grose, Appraiser**

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**Date:**