

PISD T-TESS Observation - Entire Process

Name: Brandy Netherton, Chemistry

Appraiser: Donna Minniear

Date: 10/3/2019, 12:45 PM - 01:30 PM
(Revised: 10/10/2019)

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?

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

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 has planned a lesson to deepen and clarify student understanding of periodic trends, history of the periodic table,

chemical families, and atomic theory in preparation for a summative assessment for unit 2. Learning goals are aligned to state standards and are clearly communicated to students throughout the lesson. Ms. Netherton uses materials and activities that support the lesson objectives and are appropriate for all students - critical writing, small group purposeful talk, note-taking, drawing and labeling diagrams. The lesson is relevant to students' prior knowledge, and Ms. Netherton effectively guides students in making connections to the periodic table project they recently completed. She manages the instructional time well, ensuring time for students to reflect on their learning using an exit ticket.

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:

Ms. Netherton uses a variety of assessment tools, both formative and summative, to monitor student learning. She ensures that students are provided with multiple opportunities to demonstrate what they know and are able to do. The data collected from assessments is used to inform future instructional planning. Ms. Netherton collaborates with the chemistry team to reflect on and improve instructional strategies based on student assessment data. She provides meaningful feedback to students and effectively communicates with parents/guardians about student progress.

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:

Ms. Netherton designs the lesson based on her understanding of students' current strengths and weaknesses of the content. Ms. Netherton capitalizes on student strengths by asking extension questions that challenge students. She provides opportunities for students to reflect on and address their unique learning needs. For this review of the unit, she has developed a PowerPoint presentation that allows her to spend more time on content that students have been struggling with and less time on content that students have previously shown mastery of in formative assessments. She plans check-for-understanding activities throughout the lesson that will allow her to adjust instruction and address student learning needs.

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

Distinguished	Accomplished	Proficient	Developing	Improvement
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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:

Ms. Netherton plans questions that activate prior knowledge and encourage students to engage in meaningful discussion about the content. She uses questioning that guides students to make predictions and justify their responses. The various instructional materials and activities help to engage and motivate students. Instructional grouping will take place based on assessment performance. Students understand their roles within the group and participate appropriately within their groups. Instructional materials and activities are aligned to the lesson's objective. Students will be able to access the PowerPoint presentation through Google Classroom if they want to review it at home before the test.

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

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



Additional comments about Domain 1: Planning

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:

Ms. Netherton sets very clear academic expectations that challenge all students. Lesson frame is posted and read aloud. The warm-up engages students in higher order thinking "describe how the organization of the periodic table helps us predict the properties of elements." Ms. Netherton engages students in small group purposeful talk, and encourages students to extend upon their partner's thinking: "can you add to that?" She also uses a "thumbs up" strategy with her students, and persists with each part of the review until students can all give a "thumbs up," indicating that they understand. All students are held accountable for learning - when Ms. Netherton asks whole group question, all students respond.

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

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
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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:

Ms. Netherton presents information in multiple ways, incorporating other disciplines, to address different learning styles of students. She used pictures, timelines, and music to help students remember the four scientists (Dalton, Thompson, Rutherford, and Bohr), the atomic models they developed, and what each of them was credited for finding. A mnemonic device (APE MAN) is used as a way to help students calculate protons, electrons, and neutrons from the Periodic Table. Students draw a diagram of the Periodic Table with arrows indicating periodic trends. Based on previous data, Ms. Netherton anticipates the topics with which students need more guidance and instruction.

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:

Ms. Netherton establishes classroom practices that encourage all students to communicate effectively. As she leads students through the review, she provides opportunities for student communication with each other and the teacher. There was small group purposeful talk: "Person on the Left - how were the trends on your PT similar to the trends on the PT of elements? Person on the Right - how could the properties of unknown items be predicted based on your PT, just like the properties of unknown elements can be predicted?" Ms. Netherton guides students to silently think about their response before beginning the discussion. She asks students to elaborate upon or add something to their partners' responses. Ms. Netherton skillfully uses probing questions at the analysis and evaluative level to extend learning. She asks some whole group questions and some individual questions. She used a random name generator when selecting individual students to respond to questions, and she ends the whole group questions with "class" to indicate that she expects all students to respond. Her explanations are clear, coherent, and focused on the learning goals. She frequently checks for student understanding by monitoring conversations and asking them to give thumbs-up, to the side, or down based on their understanding. She anticipates student misunderstandings and plans instruction that will address obstacles to learning - she pauses the video on periodic trends several times and directs students to listen for specific content. At the conclusion of each section of the review, Ms. Netherton asks, "what questions do you still have about..." She demonstrates impeccable wait time as students process what questions they might have. Each time a student had a clarifying question that benefited the group.

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:

Ms. Netherton uses a variety of activities and instructional strategies in order to address individual needs of all students. She adjusts the pacing and the content of the lesson to move quickly through content that students show mastery of and adding additional content when she feels an extension is appropriate for that group of students. Her PowerPoint has additional slides that she can skip or include based on the needs of her students. She moves slowly through more difficult content and checks for understanding more frequently - Ms. Netherton pauses the video on periodic trends and asks several questions to minimize student confusion and disengagement. She monitors the quality of student participation by circulating throughout the classroom while students are having discussions and asking students to share what was discussed.

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:

Ms. Netherton continually checks for understanding through purposeful questioning and student self reflection. When students respond, Ms. Netherton asks follow-up questions, or asks others to add on to what was just said. Her questions are well scaffolded, leading students into the the analysis and evaluative levels of Bloom's Taxonomy. She uses this input from students to monitor her instruction and adjust the pacing of the lesson to respond to the needs of each student. She maintains student engagement throughout the lesson and reminds students of why the information is important for them to master - not only for the upcoming assessment, but for the AP chemistry course that they will take in the future. Students generate their own questions about the lesson as well, which demonstrates student-driven learning and motivation.

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


DOMAIN 3: LEARNING ENVIRONMENT

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

EVIDENCE:

It is evident that routines and procedures have been explicitly taught and reinforced in Ms. Netherton's class. Transitions are clear, seamless, and student-directed. There are no disruptions, which maximizes learning time. Students enter the room, put up cell phones, and begin the warm-up without any direction from the teacher. Closing procedures are the same, students clean up materials, return to their seats, and complete the exit ticket in a matter of only three minutes. The classroom environment is safe, inviting, and accessible to all students. Students are willing to take risks - asking and answering questions and drawing cellular models on the board without fear of failure.

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 continually monitors student participation and behavior, ensuring every student is engaged. She provides specific feedback, acknowledging students who are engaged and on-task by saying things like, "I heard you say..." and "Nice...will you draw that model on the board?" Students are obviously aware of the behavior expectations. There are no occurrences of misbehavior throughout the observation. All interactions (student to student and student to teacher) are respectful.

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 are self-motivated, focused on learning, and assume responsibility for their own learning by asking questions and working collaboratively in their assigned groups. Students are authentically engaged in the lesson and have meaningful discussion about the learning. Positive rapport between Ms. Netherton and her students is evident in all interactions.

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

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



Additional comments about Domain 3: Learning Environment


POST-CONFERENCE

AREA OF REINFORCEMENT

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

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| 3.1 Classroom Environment, Routines and Procedures (ERP) | 3.2 Managing Student Behavior (MSB) | 3.3 Classroom Culture (CC) |
|--|-------------------------------------|----------------------------|

EVIDENCE:

Ms. Netherton establishes classroom practices that encourage all students to communicate effectively. As she leads students through the review, she provides opportunities for student communication with each other and the teacher. There was small group purposeful talk: "Person on the Left - how were the trends on your PT similar to the trends on the PT of elements? Person on the Right - how could the properties of unknown items be predicted based on your PT, just like the properties of unknown elements can be predicted?" Ms. Netherton guides students to silently think about their response before beginning the discussion. She asks students to elaborate upon or add something to their partners' responses. Ms. Netherton skillfully uses probing questions at the analysis and evaluative level to extend learning. She asks some whole group questions and some individual questions. She used a random name generator when selecting individual students to respond to questions, and she ends the whole group questions with "class" to indicate that she expects all students to respond. Her explanations are clear, coherent, and focused on the learning goals. She frequently checks for student understanding by monitoring conversations and asking them to give thumbs-up, to the side, or down based on their understanding. She anticipates student misunderstandings and plans instruction that will address obstacles to learning - she pauses the video on periodic trends several times and directs students to listen for specific content. At the conclusion of each section of the review, Ms. Netherton asks, "what questions do you still have about..." She demonstrates impeccable wait time as students process what questions they might have. Each time a student had a clarifying question that benefited the group.

AREA OF REFINEMENT


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:

Ms. Netherton continually monitors student participation and behavior, ensuring every student is engaged. She provides specific feedback, acknowledging students who are engaged and on-task by saying things like, "I heard you say..." and "Nice...will you draw that model on the board?" Students are obviously aware of the behavior expectations. There are no occurrences of misbehavior throughout the observation. All interactions (student to student and student to teacher) are respectful.

This is an area where you could move from Accomplished to Distinguished.

RECOMMENDATIONS

Beginning of year activities that include opportunities for students to collaborate with you in the development of classroom behavior standards. This is similar to what Coach Bird and Mr. Roberson do with their classes in the beginning of the year.

Signed: 4504

1/6/2020

Signed: 4316

10/10/2019

Brandy Netherton, Chemistry

Date:

Donna Minniear, Appraiser

Date: