

# PISD T-TESS Observation - Entire Process

Name: Brandy Netherton, Chemistry

Appraiser: Donna Minniear

Date: 10/23/2020, 07:55 AM - 08:45 AM  
(Revised: 2/7/2021)

School: High School

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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? The development of the periodic table and why it's laid out the way it is. Interpreting all the parts of the periodic table.

✓ What do you expect the students to know and be able to do after the lesson? Identify the number of protons, neutrons, and electrons in each element.

✓ Where is this lesson in the context of your unit plan? In the middle of Unit 2.

✓ What are the prerequisite skills that the students have to know in order to be successful in this lesson? What atoms are made up of. Be familiar with the periodic table and understand that it consists of elements.

✓ 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. This is an honors class. There is one student with ADHD who needs a quiet work environment in order to minimize distractions. One student requires tests printed out on paper.

✓ How will you differentiate your instruction in order to address a variety of learning styles? Self-pacing, videos, guided notes. Notes are checked. Reteach concepts in small groups based on Mastery Checks. Provide practice on paper and in digital format. Group projects that allow for student choice - essay, poster, 3D model.

✓ Are there any particular grouping structures in place? If so, how will you hold students accountable for group work? Students work mostly in pairs based on who the students say they work well with and pacing. There are some who work independently, but they know which other students are available to help them if needed.

✓ How will you assess whether or not students met the objectives for the lesson? Students will complete a Mastery Check, which will be checked immediately. Feedback is provided to students, and suggestions for next steps are given. Students will also have an opportunity to respond to verbal checks for understanding.

✓ Is there anything in particular you want me to be observing with regard to your areas of reinforcement and refinement? Note the Class Norms - this was done as a suggestion from last year in order to move up to distinguished in Dimension 3.2

✓ What are your plans for lesson closure and reflection? There will be a quick review using Kahoot.

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:**

The Chemistry team has planned goals for Unit 2 that are rigorous, aligned to state standards, and sequenced appropriately to build on students' understanding of matter. They have articulated specific learning goals that are rigorous and measurable: Explain the use of chemical and physical properties in the historical development of the Periodic Table; Identify and explain the properties of chemical families, including using the Periodic Table; Interpret periodic trends, including atomic radius, electronegativity, and ionization energy, using the Periodic Table. The team has articulated what students will understand, know, and be able to do. They have integrated real-world applications to the lessons that are engaging and relevant to students. Each lesson is planned to ensure students have time to watch the lesson, complete work, and reflect on their level of understanding. Students set learning goals and reflect on their progress daily through a check-in sheet that is completed in the first few minutes of class. Students have opportunities to deepen their understanding of the content through extension lessons that they work on when the "must do" and "should do" lessons are complete. Technology is seamlessly integrated to enhance student learning. The use of EdPuzzle videos are created with stopping points that require students to interact with the content that is being presented. The lessons are appropriate for all learners. Ms. Netherton is able to provide extra support to struggling learners while students who are performing above level can move on to the next lesson.

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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:**

The Chemistry team has planned many formal and informal assessment opportunities for students to demonstrate their learning. There are multiple informal checks for understanding in each lesson. Students answer many questions in the EdPuzzle videos, complete guided notes in their journals, and answer questions orally as Ms. Netherton circulates throughout the room. Each lesson ends with a Mastery Check performance task, which Ms. Netherton checks and gives immediate feedback on. She asks students to explain their thinking in verbal and written form. Students also complete a self-assessment with each lesson that requires them to reflect on their strengths and weaknesses and make plans for improving their understanding. She uses data from student assessment to reflect upon and improve her teaching strategies. Ms. Netherton provides immediate, meaningful feedback to students as they work, and pulls small groups of students during class to reteach concepts they are struggling with. She regularly communicates with families, counselors, and administrators regarding student learning. In the spring of 2020, Ms. Netherton also served on a committee to begin the process of developing a school-wide instructional framework.

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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:**

The lessons planned well sequenced and build upon each other so that students consistently make connections to their prior learning. The planning of the unit provides the structure students need to understand how the content they are currently learning will impact their future learning experiences. The lessons require students to reflect on their own understanding and apply their learning to real-life. In lesson 2.2, students learn how the Periodic Table was developed and how to identify and describe the chemical families within it. The EdPuzzle video explains how Mendeleev arranged the Periodic Table; then how Moseley reorganized it. At specific points during the video, questions are posed that require students to connect the new content to their prior learning. Students are provided with opportunities to engage in different learning modalities. They watch video demonstrations, listen to explanations, read articles, and complete hands-on labs. They demonstrate their learning through writing, oral response, drawing diagrams, and demonstrating with models.

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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:**

The Chemistry team plans lessons that encourage all students to engage in higher order thinking and problem solving. Together, the team develops a script for the creation of the EdPuzzle videos. They insert questions at particular points in the video to check for student understanding and encourage students to extend their thinking. Due to the current situation, students are seated in pairs and do not move from their assigned seats. The seating is very intentional, however, so that students are able to engage in discussion about the learning with someone who can help them or challenge them. Students understand their role within the instructional group. They work together when appropriate - during the EdPuzzle lesson there is conversation, and students help each other when clarification is needed. They also understand that Mastery Checks are to be completed independently - without partner help and without notes. During the observation, students adhere to this expectation. Those working on the Mastery Checks clear their desks completely before beginning the task. Based on results of a Mastery Check from the previous lesson, Ms. Netherton pulls a small group for a quick reteach. Students have input on goals and outcomes of activities - they set a daily goal and make a plan to accomplish that goal. The activities, technology, and materials are all aligned to the instructional purpose and are appropriate for all learners. Students of all ability levels are able to be successful in mastering the essential standards, and there are opportunities for students to engage in lessons that extend their learning.

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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**

**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:**

Students have an opportunity daily to check in with themselves - academically and emotionally. As the bell rings, students are completing their check in. They reflect on their pacing - "ahead of pace," "on pace," or "not on pace (\_\_\_\_ lessons behind)." The Progress Tracker is posted, and students can see where they are in relation to where they should be. They set a goal for the day and select one or more strategies that will help them accomplish their goal. The check in also provides students an opportunity to reflect on their emotional state - "sunny," "partially cloudy," "windy," or "stormy" - with a place for them to add a note for Ms. Netherton if there is something specific they want to share with her. Ms. Netherton persists with the lesson until there is evidence that all students demonstrate mastery of the objective. When a small group of students did not master the concepts of Atomic Theory (based on their Mastery Check), Ms. Netherton pulled those students aside during class to provide additional instruction. Students are given many opportunities to self-monitor and self-correct. Students monitor their progress daily, and Ms. Netherton provides immediate feedback on students' formative assessments. Students are given an opportunity to correct any errors or misconceptions that were present.

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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 conveys a depth of knowledge that allows for differentiated explanations. There is evidence of this as she works with a small group of students, reteaching parts of the Atomic Theory lesson. She explains verbally what each scientist accomplished, she recites a song that helps students remember their names, she provides notes to students, and she draws diagrams that illustrate what each scientist discovered. She relates this learning with the real-world by discussing how this impacts the elements, giving them certain characteristics. Ms. Netherton anticipates possible student misunderstandings, and through the use of EdPuzzle, inserts questions that encourage students to interact with information that might need to be reinforced. She also models good note taking strategies and provides links to additional resources on topics that might be particularly challenging to students. Ms. Netherton regularly provides opportunities for students to use different types of thinking. In this unit students will "identify" and "explain" the properties of chemical families. They will "interpret" periodic trends. Students will "create" a product that illustrates their understanding of the development of the Periodic Table. Lessons are sequenced in a way that ensures essential standards will be mastered by all students. Students monitor their own progress and are able to understand how the lesson they are working on fits within the unit of instruction.

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**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 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:**

Ms. Netherton has established classroom practices that encourage all students to communicate effectively with their teacher and their peers. Students are purposefully seated next to someone with whom they can engage in meaningful dialog about the content. Partners are typically not too far ahead or behind each other in pacing. Students are observed watching the video lesson together and having discussion about the questions that are embedded in the EdPuzzle video. Ms. Netherton's explanations regarding content are clear and coherent. She uses multiple methods of communication with students - visual, audio, written, pictorial - that ensure students clearly understand and are able to master the content. She asks questions that provoke higher levels of thinking and discussion: "how did he figure out the atoms had charges?" "Who helped us develop the Periodic Table?" "What did Mendeleev discover?" "What did he call his model?" As students are playing Kahoot, Ms. Netherton consistently asks extension questions based on the responses of students, and provides appropriate wait time to encourage a deeper level 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 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 adapts her lessons with a wide variety of instructional strategies to address individual needs of all students. Lessons include video demonstrations, modeling, written explanations, hands-on experiences, and verbal explanations of the content to ensure that the individual learning needs of all students are met. Content is differentiated through the "must do," "should do," and "aspire to do" lessons, which ensures that all students master essential standards and have the opportunity to master additional standards as well. Not only are the learning needs of students met, but their social/emotional needs are addressed on a daily basis through the daily check in, which she reads within the first few minutes of class. Ms. Netherton consistently monitors the quality of student work and participation to prevent any potential confusion or disengagement. Because students are engaged in their self-paced lessons, Ms. Netherton is able to devote one-on-one time to students who need more support.

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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 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:**

Ms. Netherton systematically gathers input from students in order to monitor and adjust her instruction. Students complete lessons at their own pace, with monitoring and guidance from Ms. Netherton. There are lessons that are "must do," which include the Chemistry essential standards. All students will master the content in these lessons by the date of the assessment. "Should do" lessons include Chemistry standards that are important for students to learn, and most students will complete these lessons in time for the assessment. The "aspire to" lessons ensure that students who demonstrate proficiency in the other assigned lessons remain engaged in learning and have opportunities to extend their knowledge of Chemistry. When students do not show mastery of the "should do" content, Ms. Netherton immediately pulls them into a small group to provide additional instruction. She uses explicit checks for understanding through the EdPuzzle questions and Mastery Checks, but also uses discrete checks for understanding by asking students questions as she works in the PowerZone throughout the class period. The Kahoot review at the end of the class period provides students with a change of pace, which increases their engagement; and Ms. Netherton uses this opportunity to ask higher level questions.

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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**

**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:**

Ms. Netherton has established effective routines, transitions, and procedures that primarily rely on student leadership and responsibility. As students enter, they place their phones in the assigned pocket chart and turn their attention to Ms. Netherton. They reference the lesson tracker that Ms. Netherton has projected and set their goals for the day's learning. Within two minutes, students are up getting their journals, chromebooks, and phones (as needed) to begin working. When it is time to put materials away and clean up, again students take the lead. They sanitize the desks, put technology away appropriately, and place journals on the shelves in an organized fashion. The organization of lessons into the "must do," "should do," and "aspire to do" along with the display of student progress inspires students to engage in higher levels of learning beyond what is required.

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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:**

There are very clear expectations for student behavior. Ms. Netherton facilitated the development of student-created class norms. This has cultivated student ownership of the classroom culture, increasing their accountability to each other. Students follow the class norms throughout the observation. Ms. Netherton monitors student behavior by working in the PowerZone and proactively communicating with students to ensure they stay engaged in learning. The daily check in gives Ms. Netherton an opportunity to anticipate any potential disruptions and speak with students who are having a "stormy" day.

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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 are engaged in relevant, meaningful learning that is applicable to the real-world. Lessons are specifically designed to meet the individual learning needs of each student and engage their interest in the content. Students interact in a positive and respectful manner with each other, and are observed helping each other with the lessons. Students respond positively to Ms. Netherton when she asks clarifying and/or probing questions.

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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**

**POST-CONFERENCE**

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**AREA OF REINFORCEMENT**

**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 systematically gathers input from students in order to monitor and adjust her instruction. Students complete lessons at their own pace, with monitoring and guidance from Ms. Netherton. There are lessons that are "must do," which include the Chemistry essential standards. All students will master the content in these lessons by the date of the assessment. "Should do" lessons include Chemistry standards that are important for students to learn, and most students will complete these lessons in time for the assessment. The "aspire to" lessons ensure that students who demonstrate proficiency in the other assigned lessons remain engaged in learning and have opportunities to extend their knowledge of Chemistry. When students do not show mastery of the "should do" content, Ms. Netherton immediately pulls them into a small group to provide additional instruction. She uses explicit checks for understanding through the EdPuzzle questions and Mastery Checks, but also uses discrete checks for understanding by asking students questions as she works in the PowerZone throughout the class period. The Kahoot review at the end of the class period provides students with a change of pace, which increases their engagement; and Ms. Netherton uses this opportunity to ask higher level questions.

### 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:

The Chemistry team plans lessons that encourage all students to engage in higher order thinking and problem solving. Together, the team develops a script for the creation of the EdPuzzle videos. They insert questions at particular points in the video to check for student understanding and encourage students to extend their thinking. Due to the current situation, students are seated in pairs and do not move from their assigned seats. The seating is very intentional, however, so that students are able to engage in discussion about the learning with someone who can help them or challenge them. Students understand their role within the instructional group. They work together when appropriate - during the EdPuzzle lesson there is conversation, and students help each other when clarification is needed. They also understand that Mastery Checks are to be completed independently - without partner help and without notes. During the observation, students adhere to this expectation. Those working on the Mastery Checks clear their desks completely before beginning the task. Based on results of a Mastery Check from the previous lesson, Ms. Netherton pulls a small group for a quick reteach. Students have input on goals and outcomes of activities - they set a daily goal and make a plan to accomplish that goal. The activities, technology, and materials are all aligned to the instructional purpose and are appropriate for all learners. Students of all ability levels are able to be successful in mastering the essential standards, and there are opportunities for students to engage in lessons that extend their learning.

### RECOMMENDATIONS

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Area of Reinforcement: Connection to The New Art and Science of Teaching

Element 19: Reflecting on Learning - by having students reflect on their own learning, you are able to make adjustments to your instruction and pacing to address differences in the individual needs of students.

Element 24: Increasing Response Rates "multiple types of questions" - this strategy allows you to maintain student engagement and check for understanding.

Area of Refinement: Suggestions from The New Art and Science of Teaching

Element 21: Elaborating on Information - this element focuses on questioning that leads to further inquiry and promotes complex, higher-order thinking and problem solving.



Signed: 5612

2/8/2021

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**Brandy Netherton, Chemistry**

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**Date:**

Signed: 5613

2/8/2021

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**Donna Minniear, Appraiser**

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**Date:**