



### Formal Observation Assessment Report – Form 4

Teacher Carolyn Browne School WMS Subject(s) Social Studies

Grade Level(s) 7-8 Number of Students 24 Time/Period 11:58-12:32 Date 1/09/15

Name of Evaluator Brodrick Spencer

Lesson Focus:	Ratings: Highly Effective (4) Effective (3) Developing (2) Ineffective (1)				* Total Score out of 60 points for "Other Measures of Effectiveness" (After Using the Conversion Flow Chart)  <b>EVIDENCE COLLECTED</b>
DANIELSON'S FRAMEWORK FOR TEACHING (2011)					
Demonstrating Knowledge of Content & Pedagogy	H	E	D	I	Ms. Browne led students in a discussion activity that introduced specific political, economic, and social problems of the late 19th century. They used compare and contrast, brainstorming, and accountable talk techniques to make connections between issues in the 19 <sup>th</sup> century that needed reform and issues that currently need reform today.
Demonstrating Knowledge of Students	H	E	D	I	The class is composed of 24 people who are level 1 and 2. There is one student who is level 3. The class functions well when tasks are clear, straight forward, and they have the opportunity to work together. The class currently operates under a positive behavior incentive plan where the class is divided up into teams and they compete for points for a grand prize at the end of each month. There are several reluctant readers and respond well to choral reading. They respond well to visuals, technology, and use of various media. Visual aides were used to help engage students. They were thought provoking pictures of people that were poverty stricken. A t-chart was also used to help students organize their thoughts.
Setting Educational Outcomes	H	E	D	I	The outcome of this lesson was to develop an understanding of the many



					different problems in need of reform during the 19 <sup>th</sup> Century. Students were expected to use accountable talk in order to discuss the importance of social issues of the Progressive Era. During the lesson students were given a worksheet called "Progressive Priorities" and they were asked to evaluate the importance of these different social problems by ranking them 1-8, 1 for most important and 8 for least important. They were also responsible for reporting the groups top 3 problems after discussing them together.
Demonstrating Knowledge of Resources	H	E	D	I	The smart board was used to help display a timer. The timer allowed the class to narrow in on the task at hand, focus their attention on the activity. The timer was used during various phases of the lesson to manage time but also to keep the student engaged in a specific task. Visual aides were also displayed to help students engage in the lesson.
Designing Coherent Instruction	H	E	D	I	<ol style="list-style-type: none"> <li>1. Students copied the focus and completed the Do Now which asked students to respond to the questions.</li> <li>2. Discussed the focus and do now and briefly discuss the agenda for the day.</li> <li>3. Students jotted down the homework in their planners</li> <li>4. On the board there was a T-chart; students were asked to brainstorm about different social problems from the 19<sup>th</sup> century and today. (Ms. Browne provided them with examples of different social problems from both the past and the present)</li> <li>5. Passed out the Progressives Priorities worksheet. Students were instructed to rank the different social problems of the</li> </ol>



					<p>19<sup>th</sup> century from 1-8. Students were expected to complete this task in about 5 minutes.</p> <p>6. Students then broke into their pre-determined teams to discuss their rankings of these social problems and they came to a consensus of which social issue were the most important and why.</p> <p>7. After teams shared out which social issue they found the most important, the teams were then asked to complete 3-2-1 3 things they learned, 2 things they have a question about, 1 thing they want the teacher to know on a post-it provided by me.</p>
Designing Student Assessments	H	E	D	I	<p>Students were assessed through their use of accountable talk and completed Progressives Priorities worksheet. Each small group must defend why the priority they chose is the most important.</p>
<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>					
Creating an Environment of Respect & Rapport	H	E	D	I	<p>Ms. Browne has clear expectations for her students to follow in regards to the established classroom routines. The structure of her lessons always having a quiet Do Now with a timer allows students to mentally prepare for the upcoming tasks. The use of a positive behavior incentive plan also encourages students to compete with one another for points based on behavior and academic participation. Students raise their hands to participate</p>
Establishing a Culture of Learning	H	E	D	I	<p>Ms. Browne breaks down the focus and do now after the students have completed the exercise to check for understanding. She reviews the task in order to help students make connections to previous topics discussed in class or to</p>



					current events. She also uses a lot of positive praise when a student gives a strong answer and helps students who are struggling either see where their mistake are or to help them clarify what they want to share with the class. All students are encouraged to participate. She asks good lead questions such as what do the pictures represent? What time period are the pictures from? Is there any change between the time periods? These questions are thought provoking and encouraged students to participate.
Managing Classroom Procedures	H	E	D	I	Ms. Browne gives clear direction when transitioning from the Do Now, Mini Lesson, Guided Practice, and Independent Practice. Students are given timed parameters to maximize tasks on hand. Ms. Browne guides students through each activity even when it calls for independent work; she is available to students who may not understand the task. She enforced the school policy of the 10/10 rule of letting students out of the classroom, she also only used the planner for passes and let only one student out at a time.
Managing Student Behavior	H	E	D	I	Ms. Browne circulates the room; uses proximity to ensure that students are on task. She maintains the expectation of the 10/10 rule and reinforces students using their planners for passes.
Organizing Physical Spaces	H	E	D	I	Ms. Browne is a traveling teacher but her use of the positive behavior incentive plan allows her to easily negotiate the classroom with organized teams and assigned seats.
<b>DOMAIN 3: INSTRUCTION</b>					
Communicating with Students	H	E	D	I	Ms. Browne makes her expectations for how students are to communicate in her class clear. She values all responses to the Do Now and Mini lesson, often



					allowing students to elaborate on their rationale for their answer.
Using Questioning and Discussion Techniques	H	E	D	I	Ms. Browne uses Blooms taxonomy and DOK to guide her level of questioning. She is purposeful in how she guides the discussion when reviewing the do now and mini lesson.
Engaging Students in Learning	H	E	D	I	Ms. Browne consciously engages a variety of students in the discussion, trying to avoid calling on the same student twice. By using visuals and a brainstorm for the do now she activates student's prior knowledge and stimulates their mind through the use of visuals. She asks for students' input and rationale when they are participating in the discussion to help them make connections within the content and to current day events. She makes sure students take self-responsibility through their group responsibilities.
Using Assessment in Instruction	H	E	D	I	Ms. Browne encourages students to work independently after having explained how to use the T-chart during the mini lesson. She circulates the room to ensure student understanding of the task. Ms. Browne also used the informal assessment of the 3-2-1 exit ticket, which will allow her to informally assess if students have a basic grasp of the different problems the progressives tried to tackle.
Demonstrating Flexibility and Responsiveness	H	E	D	I	During the lesson students were engaged in evaluating the importance of different societal problems of the 19 <sup>th</sup> century. During the lesson Ms. Brown guided groups in their discussion pushing them to have reasons why they ranked certain social problems as more important than the others.
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>					
Reflecting on Teaching	H	E	D	I	Ms. Browne's lesson was engaging and though provoking for the students. However, not all groups were able to



					share out their opinions about which social problems were the most important. Therefore the lesson will need to be extended to the next day to give all groups the opportunity to share. She asks good lead questions and have systems in place for students to follow routines. For example their group assignments.
Maintaining Accurate Records	H	E	D	I	Ms. Browne maintains Social Studies portfolios for all of her classes. In these portfolios are samples of student work mainly consisting of major exams and essays. Ms. Browne also keeps account of her students ELA score from the previous year. This data is incredibly valuable in helping Ms. Browne focus in on specific ELA skills in class.
Communicating with Families	H	E	D	I	Ms. Browne maintains her Edline page with weekly updates on homework, tests, and opportunities for extra credit. She calls and emails parents to update them on the academic and behavioral status of students as needed.
Participating in a Professional Community	H	E	D	I	Ms. Browne participates in PLC, departmental, and district wide meetings. She also is participating on the committee for the Black History Month Assembly. She is also a member of the WMS PTSA. And participates in the SPALSH Grant.
Growing and Developing Professionally	H	E	D	I	Ms. Browne is currently participating in two grant programs. She is currently participating in the SPLASH grant and SWBOCES Learning Technology Grant. She also attends monthly professional development through the districts New Teacher Academy. She co-advises the Choc-Lit Book club which meets monthly and volunteered in the fall to help coach the Boys Modified Soccer Team.
Showing Professionalism	H	E	D	I	Ms. Browne works well with her colleagues in both the English and Social Studies departments. She collaborates with her S.S. Counter-part to create common assessments in the SLOs and Social Studies Midterms. Up to this date Ms. Browne has never missed a day of work due to illness. When she has been absent



					it has been for professional development opportunities.



### Formal Observation Assessment Report (continued)

Strength of the Teacher's Practice (Based on the evidence, indicate items that reflect the teacher's areas of strength): The teacher uses engaging pedagogical practices such as group work, students presenting their facts and reward systems. Students also used a t-chart to help organize their thoughts. This was an overall very good lesson.

Areas of Growth in the Teacher's Practice (Based on the evidence, indicate items that reflect the evaluator's recommendations and necessary administrative supports): The teacher should continue to work on time management to effectively close out lessons.

Administrator and teacher conducted a post-evaluation conference on the above items.

Date of Post-conference: 1/12/15 Administrator's initials BS Teacher's initials CB

Administrator's signature [Signature]

Date form completed 1/20/15

Date form

delivered 1/20/15

*I have read and received a copy of this observation and my signature does not imply my acceptance of its contents*

Teacher's signature Caroline A. Browne

Date form received 1/20/15 Date form returned \_\_\_\_\_

Teacher's comments (optional):





# Formal Observation Assessment Report – Form 4

Teacher Caroline Browne School WMS Subject Social Studies

Grade Level(s) 8 Number of Students 25 Time/Period 4 Date 3/17/2015

Name of Evaluator Robin Schamberg

Lesson Focus: Many Factors Contributed to the Outbreak of WWI	Ratings: Highly Effective (4) Effective (3) Developing (2) Ineffective (1)				* Total Score out of 60 points for "Other Measures of Effectiveness" (After Using the Conversion Flow Chart)  <b>EVIDENCE COLLECTED</b>
DANIELSON'S FRAMEWORK FOR TEACHING (2011)					
Demonstrating Knowledge of Content & Pedagogy	<u>H</u>	<u>E</u>	<u>D</u>	<u>I</u>	The teacher demonstrated her knowledge of content and pedagogy in numerous ways. She activated students' thinking by greeting them with a Do Now requiring them to look at a situation from the viewpoint of someone living in the years leading up to WWI. After debriefing on the Do Now, the teacher used content to focus on building students' literacy skills through reading and following a process to better challenge multiple choice questions. The content was reinforced through visual and auditory means via a brief video. During independent practice, students were encouraged to annotate as they read. In addition, the teacher utilized an exit ticket to gather data on students' understanding of the day's lesson.
Demonstrating Knowledge of Students	<u>H</u>	<u>E</u>	<u>D</u>	<u>I</u>	Understanding that motivation is key for her eighth grade students, the teacher has developed an approach where students are on teams and can earn points for work completion and other positive behaviors. She is mindful of individual student's learning styles and seats students in places in the classroom that will optimize their focus. She selects reading materials that allow students to successfully access the curriculum.
Setting Educational Outcomes	<u>H</u>	<u>E</u>	<u>D</u>	<u>I</u>	The teacher incorporates strategies with educational outcomes in mind. For example, after completing a reading, she asked students to practice a process they had learned to help them answer multiple choice questions. She took them through the process, prompting them to access previous knowledge.
Demonstrating Knowledge of Resources	<u>H</u>	<u>E</u>	<u>D</u>	<u>I</u>	The teacher uses a variety of resources to prepare units of instruction. Technology was infused throughout the lesson through the use of the Smart Board to give students directions, guide the work, and show a video. The teacher used websites, and readings beyond the



					textbook. She consistently seeks and incorporates additional appropriate resources in her lessons.
Designing Coherent Instruction	H	<u>E</u>	D	I	The teacher designed a coherent plan for instruction with a Do Now, reading activity, guided and independent practice, and a closure activity. During the lesson, she reinforced the content with written, auditory, and visual methods of delivery. She accessed students' prior knowledge of the multiple choice question process. She was mindful of incorporating literacy skills into content delivery. In addition, the teacher considered time on task and pacing the lesson. She had a timer set for six minutes for the Do Now and clearly communicated the time allotted for each step throughout the lesson.
Designing Student Assessments	H	<u>E</u>	D	I	The teacher used a variety of formative assessments during the lesson. She asked students to read for understanding and then guided them through multiple choice questions. She circulated throughout the classroom to monitor students' progress during independent work, and she had students complete an exit ticket for lesson closure. During our post-observation discussion, we agreed that another assessment could have been added if students were given a listening task as they viewed the short video.
<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>					
Creating an Environment of Respect & Rapport	H	<u>E</u>	D	I	The teacher has put structures in place to encourage student cooperation such as teams and reward points. When a large number of students raised their hands to offer their responses to the Do Now, she called off a list of names to give an order for students to share answers.
Establishing a Culture of Learning	H	<u>E</u>	D	I	The teacher has clear expectations for students to be ready to work in an orderly learning environment. A system of awarding points based on work completion and cooperation conveys a message that efforts will be rewarded.
Managing Classroom Procedures	<u>H</u>	E	D	I	The teacher has routines and structures in place to address classroom management. She utilized the timer on the Smart Board to keep students on task for the Do Now. Time allotted per task is readily communicated.
Managing Student Behavior	<u>H</u>	E	D	I	The teacher is consistent in her insistence that students abide by the 10-10 rule, write assignments in their planners, and use the pass system in back of students' planners.
Organizing Physical Spaces	H	<u>E</u>	D	I	The teacher teaches in many different classrooms during the day and adapts to the set



					ups in her colleagues' classrooms. To adjust for this challenge, she assigns students seats and sets up teams to incentivize cooperation.
<b>DOMAIN 3: INSTRUCTION</b>					
Communicating with Students	<u>H</u>	E	D	I	The teacher communicates her expectations throughout the lesson both directly and indirectly. For example, upon entering the classroom, students saw a display on the Smart Board with precise directions for a Do Now and a timer ready to count down! Later on during the independent reading activity, the teacher circulated throughout the classroom commenting on behaviors she was observing: "I see Brian doing great work. I see him underlining;" and "I shouldn't hear any side conversations during an independent activity so I'm a little confused by the murmuring I am hearing;"
Using Questioning and Discussion Techniques	H	<u>E</u>	D	I	Good questioning techniques are always a work in progress! Having said that, the teacher is mindful of the importance of her questioning and the students' need to develop strategies to answer questions well. To that end, she probes students' answers to make them think deeper about topics. She asks them to cite from text to support responses and builds in multiple choice question strategies during instruction. During the multiple choice process, a student eliminated the correct choice (Austria-Hungary); rather than just saying that's wrong and moving on, the teacher took the time to show the student the reading passage again and said, "It's okay to make mistakes. But it's a good opportunity to point out that you have to be careful."
Engaging Students in Learning	<u>H</u>	E	D	I	The teacher is very aware of the importance of engaging students in order to impart content and skills. She uses video clips, connects the content to the students' lives (as in the Do Now which asked students to place themselves into the historical context to answer a question), and varies the activities in a lesson.
Using Assessment in Instruction	H	<u>E</u>	D	I	The teacher uses both formative and summative assessments with her students. During this lesson, the teacher monitored students' progress through the use of a Do Now, reading and practicing multiple choice question skills, and a 3-2-1 exit ticket.
Demonstrating Flexibility and Responsiveness	H	<u>E</u>	D	I	The teacher is responsive to her students; she considers students' skills and learning styles when designing lessons. She makes real world connections to what students are learning.



DOMAIN 4: PROFESSIONAL RESPONSIBILITIES					
Reflecting on Teaching	<u>H</u>	E	D	I	During our pre and post observation meetings, the teacher demonstrated her reflective and responsive practice. She discussed the learning needs of her students in a way that revealed her knowledge of them as individuals. During the post-observation conference she was able to identify areas that went well and those that needed adjustment. She was eager for and open to feedback and suggestions.
Maintaining Accurate Records	<u>H</u>	E	D	I	The teacher maintains complete and accurate records. She had student portfolios to allow her to analyze students' progress. She discusses student data with great competence and uses the information to inform her instruction.
Communicating with Families	H	<u>E</u>	D	I	The teacher posts homework and weekly updates on Edline. She communicates with families via telephone and email as needed.
Participating in a Professional Community	<u>H</u>	E	D	I	The teacher participates in PLC, department, and district meetings. She attends the New Teacher Academy, and completed a certificate for IB training. In addition, she is a member of the WMS PTSA. She made a presentation to the school community during the Black History Assembly in February.
Growing and Developing Professionally	<u>H</u>	E	D	I	The teacher avails herself of opportunities to grow professionally whenever possible. She currently participates in the SPLASH Grant work with ELA colleagues, as well as the SW BOCES Learning Technology Grant. She co-advises the Choc-lit Book Club and helped out this fall with the Boys Modified Soccer Team.
Showing Professionalism	<u>H</u>	E	D	I	The teacher is always timely with her professional obligations and is a contributing member during PLC, department, faculty, and district meetings. She is collaborative, seeks solutions, and is a positive role model for her students and colleagues.



### Formal Observation Assessment Report (continued)

Strength of the Teacher's Practice (Based on the evidence, indicate items that reflect the teacher's areas of strength):

- The teacher has good routines and structures in place—students came in ready to work and most settled in before the bell rang; she greeted them at the door; a timer was set on the Smart Board indicating that there were 6 minutes to get the question answered; expectations were clearly communicated
- When students were working independently, the teacher continually monitored their progress and rewarded students who were on task with stickers!
- Students were eager to participate in the sharing out from the Do Now. One student even expressed disappointment that he didn't get to answer
- The quick video provided a good overview of the causes of the WWI and was another source of information for the students' study of this unit.
- The teacher demonstrated her knowledge of her students and the importance of rewarding desired behavior. By offering five points for individuals to complete the exit ticket and ten points if an entire team did the work, many students stayed beyond class in to their lunch period to get the work done
- The teacher is very mindful of building literacy skills into her social studies instruction; students are encouraged to annotate as they read and academic vocabulary terms are emphasized
- The teacher invited student participation and was respectful of students' answers, finding something of value even when an answer was not correct

Areas of Growth in the Teacher's Practice (Based on the evidence, indicate items that reflect the evaluator's recommendations and necessary administrative supports):

- Understanding that time is always of the essence, perhaps you could have asked students (to address the student who was disappointed that he didn't get to answer) if someone had a response that offered a different perspective than those previously given before moving away from the discussion.
- Consider designing the Do Now so it more directly connects to the lesson at hand and can then be revisited with the closure activity. The 3-2-1 is a great approach to closure. The exit tickets you shared during our post-observation conference showed that most students connected to the content. To assure that all do, you might make the 3-2-1 more specific to help you assess what students really took away; for example, what were three causes of WWI, name two countries in each alliance; name one thing that triggered the outbreak of the war.
- The video engaged the students; however, consider having students watch with some accountability build in to listen for specific information as an additional way to practice those test question skills!

Administrator and teacher conducted a post-evaluation conference on the above items.



Date of Post-conference: 3/20/15 Administrator's initials \_\_\_\_\_ Teacher's initials \_\_\_\_\_

Administrator's signature Roni Schue

Date form completed \_\_\_\_\_ Date form delivered \_\_\_\_\_

*I have read and received a copy of this observation and my signature does not imply my acceptance of its contents*

Teacher's signature Caroline A. Brown

Date form received \_\_\_\_\_ Date form returned \_\_\_\_\_

Teacher's comments (optional):



# Formal Observation Assessment Report – Form 4

Teacher Caroline Browne School Woodlands Middle School Subject Social Studies

Grade Level 8 Number of Students 24 Time/Period 7 Date 1/14/2016

Name of Evaluator Robin Schamberg

Lesson Focus: The progressive era addressed political, social and economic problems with varying levels of success.	Ratings: Highly Effective (4) Effective (3) Developing (2) Ineffective (1)				* Total Score out of 60 points for "Other Measures of Effectiveness" (After Using the Conversion Flow Chart)
DANIELSON'S FRAMEWORK FOR TEACHING (2011)					EVIDENCE COLLECTED
Demonstrating Knowledge of Content & Pedagogy	<u>H</u>	<u>E</u>	<u>D</u>	<u>I</u>	The teacher demonstrated her knowledge of content and pedagogy by creating an engaging culminating lesson to stimulate students' thinking about the impact of the Progressive Era on society then and now. Her lesson was aligned with the NYS Social Studies Learning Standards.
Demonstrating Knowledge of Students	<u>H</u>	<u>E</u>	<u>D</u>	<u>I</u>	During the pre and post observation conferences, the teacher shared insights about her students and how they learn. The twenty four seventh grade students have proven to be a group that requires strong direction and positive reinforcement. She is mindful of this when planning lessons and aims to keep students engaged, on task, and involved throughout the lesson. To that end, she varies learning activities, infuses visuals and utilizes other instructional technology.
Setting Educational Outcomes	<u>H</u>	<u>E</u>	<u>D</u>	<u>I</u>	The teacher set an educational outcome of having students synthesize what they had learned about the problems facing The United States during the late 19 <sup>th</sup> and early 20 <sup>th</sup> Century and the solutions that emerged during the Progressive Era.
Demonstrating Knowledge of Resources	<u>H</u>	<u>E</u>	<u>D</u>	<u>I</u>	The teacher used a variety of resources during the lesson. She presented visuals on the Smart Board to display homework, the Do Now, and Aim of the lesson. She created posters for a learning station lesson asking students to "tweet" about the pivotal issues during the Progressive Era.
Designing Coherent Instruction	<u>H</u>	<u>E</u>	<u>D</u>	<u>I</u>	The teacher designed a coherent lesson





					including a Do Now, debrief discussion, group activity with station learning, and a chance for closure. The teacher gave clear and direct instructions to students throughout the lesson, and consistently checked in with students to assess understanding.
Designing Student Assessments	H	<u>E</u>	D	I	The teacher formatively assessed the students through a question and answer discussion debriefing the Do Now and checked in with groups during the "Table Twitter" learning activity.
<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>					
Creating an Environment of Respect & Rapport	<u>H</u>	E	D	I	The teacher models respect in her interactions with her students and they follow her lead. She enjoys a good rapport with the students; this was evident in their eagerness to engage in the learning activity she planned for them. While students worked independently during the Do Now and in groups during the "Table Twitter," the teacher walked around checking in and assisting students. When she came to one student who said, "I can't think of anything," she knelt down next to him to be at his level and asked him a probing question. Soon after, he said, "What about child labor?" The teacher exclaimed, "Perfect." She moved on to another student who was also struggling, and asked, "What are some of the other problems we talked about?" The student thought of one. The teacher replied, "That's a good one."
Establishing a Culture of Learning	<u>H</u>	E	D	I	The teacher establishes a culture of learning by presenting students with challenging work and holding them to a standard. For example, the homework packet distributed during the class was actually a DBQ from the U.S. History and Government Regents from August of 2001. The teacher consistently infuses her social studies lessons with literacy standards and holds students accountable for their writing skills. She asks students to make connections between what they are learning and contemporary issues. For example, for the closure





					question, she asked students to think about and discuss how well the Progressive Era solved the problems of the time.
Managing Classroom Procedures	<u>H</u>	E	D	I	<p>The teacher has implemented strong routines and structures to manage classroom procedures. When the students entered the room, the Smart Board displayed:</p> <p><u>Focus:</u> The Progressive Era addressed political, social and economic problems with varying levels of success.</p> <p><u>Do Now:</u> Complete the brainstorm below: (there was a graphic organizer of a circle with a line coming out like a spoke)</p> <p>She provided a model:</p> <p>Problem: Women did not have the right to vote</p> <p>Solution: the 19<sup>th</sup> amendment</p> <p>A timer built into the Smart Board set for five minutes.</p> <p>Before the students entered the room, the desks were arranged in clusters of 4 , 5, or 6 signaling students to sit in groups.</p> <p>The teacher took attendance quickly while the students worked on the Do Now; she then circulated to monitor students' progress.</p>
Managing Student Behavior	H	<u>E</u>	D	I	<p>The teacher manages student behavior by providing clear directions, varying learning activities, and checking in with students for questions before moving on from one stage of the lesson to the next. For example, before moving on to "Table Twitter," she allowed students to ask questions for clarifications. Edward asked, "Do we need to use our own name" She responded, "Edward asked a very import question. I will display the posters so I need to know who said what. Thanks, Edward." She went on to give an example of what was acceptable and what was not before students got to work. She set timers for keep students moving from table to table during the station learning.</p>
Organizing Physical Spaces	H	<u>E</u>	D	I	<p>The classroom was preset with clusters of desks to move students quickly into groups. The walls are displayed with student work, a</p>



					"Star Student Work" bulletin board, and "Look who's standing out?" bulletin board.
<b>DOMAIN 3: INSTRUCTION</b>					
Communicating with Students	<u>H</u>	E	D	I	The teacher communicated expectations and directions throughout the lesson. The Do Now was displayed on the Smart Board; the teacher provided a model of what was expected, she provided a verbal explanation, allowed students to ask clarifying questions, and set a timer to countdown the time students had to complete the task. Aware of the time needed for the lesson, she referred to the homework assignment and stated, "There is no time to write it in your planner -no time. I'll send a remind text later." When introducing the "Table Twitter" activity, she said, "I need everyone to clear off their desks—no notebooks, no books. At each table you are going to have chart paper with something about the Progressive Era..." She explained that they would write tweets and provided examples for students to increase understanding of what was expected. She asked, "Does everyone know how to tweet? When you tweet, you have to have 140 characters—no more. You have to make it concise."
Using Questioning and Discussion Techniques	H	<u>E</u>	D	I	The teacher used questioning and discussion techniques throughout the lesson. The Do Now was presented in a question; the teacher probed students thinking during the Do Now debrief discussion and during the "Table Twitter" activity. She provided a sample answer for the Do Now and called on students for more. A student offered, "Working conditions." She asked, "What was a solution?" The student answered, "New laws were passed." She asked for another; a student offered, "Poor sanitation in factories that made food." She asked for the solution; the students said, "People wanted investigators to do inspections." Another student volunteered, "Child labor," and the solution: "Fair Labor Standards Act." The teacher elaborated on students' answers. For example, she said, "Now





					children can't work at all."
Engaging Students in Learning	<u>H</u>	E	D	I	The teacher engages the students by designing creative lessons with a variety of learning activities to keep students focused, and on task. There was a good balance of teacher-directed and student-centered instructional components. The teacher introduced the lesson, gave clear directions, and then allowed the students to work collaboratively in "Table Twitter," connecting the students to a form of social media and helping them to connect problems of the Progressive Era to problems that still exist today. Students were completely engaged. The learning station activity assured the active participation of every student.
Using Assessment in Instruction	H	<u>E</u>	D	I	The teacher used the Do Now to assess students understanding of problems and solutions during the Progressive Era. She further assessed this by circulating as students worked collaborative during the "Table Twitter" activity. In addition, she asked students a closure question to discuss in their groups: "Would you consider the reforms of the Progressive Era a success? Why or why not? Be sure to back your answer with evidence."
Demonstrating Flexibility and Responsiveness	<u>H</u>	E	D	I	The teacher has a set plan including effective pacing and educational outcomes; however, she is aware of the need to allow students to ask clarifying questions, and does not shy away from a teachable moment when it emerges. For example, upon realizing that the students needed more time, she adjusted the lesson so all groups did not have to get to each of the tables.
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>					
Reflecting on Teaching	<u>H</u>	E	D	I	During the post-observation conference, the teacher demonstrated her reflective practice. She shared how she adjusted the lesson and why. Further, she discussed that she was pleased to see students, who didn't usually work well with other students, did collaborate well during this learning activity.



					In addition, she explained that she had not been satisfied that the students truly grasped what she hoped they would and that she followed up with them the next day to address that concern. She was open to and eager for suggestions to try in her classroom.
Maintaining Accurate Records	<u>H</u>	E	D	I	The teacher maintains accurate attendance and grade records. She also maintains portfolios of students' work. In addition, she uses data, such as students' NYS ELA Test Scores, to inform her instruction to include addressing ELA skills.
Communicating with Families	H	<u>E</u>	D	I	The teacher communicates with families in a variety of ways. She uses technology to post information on Edline and the Remind App. She contacts parents and guardians via email and telephone as needed.
Participating in a Professional Community	H	<u>E</u>	D	I	The teacher is a valuable member of the Humanities PLC. She participates in weekly building level PLC meetings and district PLC professional development opportunities.
Growing and Developing Professionally	<u>H</u>	E	D	I	The teacher is an ongoing learner who takes part in professional development opportunities to enhance her practice. She is currently participating in the SPLASH Grant with members of the English Department. She will be attending a Socratic Seminar Conference in a few weeks to learn more about this instructional strategy and bring back the new learning to her colleagues.
Showing Professionalism	<u>H</u>	E	D	I	The teacher is a good colleague who can always be counted on for her professionalism. She understands that a successful career in teaching means connecting with students in and beyond the classroom. To that end, she escorted a group of 7 <sup>th</sup> graders to a Leadership in Human Rights Conference this fall and co-founded a new club, the Knitting Club, which has made a great connection with a local Senior Citizen Center. As part of a middle school presentation to the Board of Education, students from the Knitting Club shared their community work. The teacher attended the presentation in support of her



					students and colleagues. In addition, the teacher consistently collaborates with the other member of the social studies department to align curriculum and assessments.





### Formal Observation Assessment Report (continued)

Strength of the Teacher's Practice (Based on the evidence, indicate items that reflect the teacher's areas of strength):

- The teacher enjoys a strong rapport with her students; she models respect through her interactions and the students follow her lead;
- The teacher created a highly interactive, hands-on learning experience for students where students had to use critical thinking, writing, and collaborative skills to come up with "tweets" about Progressive Era problems and solutions;
- The teacher provided students with examples and models for both the Do Now activity and the collaborative "tweeting" activity;
- The teacher employed strong classroom and student management techniques by setting a timer for all aspects of the lesson and providing students with clear directions and expected outcomes;
- The students were engaged and on task throughout the lesson; the learning activity assured the participation of every student;
- During the group work, the teacher continuously circulated throughout the classroom to monitor students' progress and probe their thinking;
- The teacher asked the students to synthesize what they had learned about the Progressive Era and apply that learning for the Do Now and the collaborative station learning;
- The teacher demonstrated flexibility as she adjusted the timing of the lesson to reduce the stations in order to save time for a closure discussion;
- The teacher establishes a culture of learning; she consistently uses high level vocabulary words and terms to enhance students' lexicons. The homework was a DBQ packet on the Progressive Era from a NYS US History and Government Regents Exam;
- The classroom has a bulletin board promoting outstanding student work, academic posters. The teacher pre-set the class room with clusters of desks to make efficient use of time for the collaborative group activity

Areas of Growth in the Teacher's Practice (Based on the evidence, indicate items that reflect the evaluator's recommendations and necessary administrative supports):

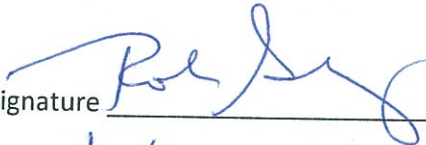
- The Do Now activated students thinking about what they had learned about the Progressive Era. You even provided an example of a problem and a solution on the Graphic Organizer displayed on the Smart Board. Consider adding at least four or five spokes to the circle to prompt students to think of more than one example—some students struggled with this. You might want to use the Do Now as a formative assessment that you could differentiate by asking students to come up with a minimum of perhaps two problems and solutions, and offer bonus points for each additional one.
- At the end for the share out, you said, "Don't write anything down." When we spoke this during our post-observation conference, you reflected that you did this to save time. We discussed that it would have been beneficial to assign roles for the group members to get more productivity. When you expect to have groups report, it's a good idea to designate a spokesperson and a note taker so you can call on each group and even follow up next day.
- During our post-observation conference, we discussed the "Muckrakers" of the Progressive Era and that the students had learned about them during the unit. We also discussed that a good topic for students can be a discussion of "Who are the 'muckrakers' of today?" You shared that your students are always trying to steer the conversation to politics and current events. This can be a vehicle to that end since we have so many whistle blowers, investigative reporters,



documentaries, etc. that address topics that are continuations of problems that existed during the Progressive Era. We also discussed using the promise of a current events discussion for part of the period on Friday as a reward for a good week!

Administrator and teacher conducted a post-evaluation conference on the above items.


Date of Post-conference: 1/21/16 Administrator's initials PSJ Teacher's initials \_\_\_\_\_

Administrator's signature 

Date form completed 2/16/2016

Date form delivered 2/22/2016

*I have read and received a copy of this observation and my signature does not imply my acceptance of its contents*

Teacher's signature 

Date form received 2/22/2016

Date form returned 2/23/2016

Teacher's comments (optional):