



TCTEF - Observation Individual Dimension Form d1

User Information

Name: Derrick Hopkins	Title: English Teacher
Building: AuSable Valley Middle High School	Department: English
Grades: Grade 07, Grade 08, Grade 09, Grade 10, Grade 11, Grade 12	Evaluation Type: Non-Tenured Teacher
Assigned Administrator: O'Connell, Nicole	Evaluation Cycle: 09/16/2022 - 08/16/2023
Submitted By: O'Connell, Nicole	Date Submitted: 02/21/2023 11:41 am EST
Acknowledged By: Hopkins, Derrick	Date Acknowledged: 02/22/2023 9:41 am EST
Finalized By: O'Connell, Nicole	Date Finalized : 02/28/2023 8:29 am EST

Class: English 11

Date: 12/13/2022

Time: 12:35 pm

Observing Dimension One: Organization, Rules, and Procedures

Essential Question: How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

*S&S Inst Indicators Dimension 1

Criteria	Novice	Developing	Proficient	Expert
1.1: Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives				
Evidence: 12/13/2022 12:45 pm: students sitting at tables in a U-shape around the room				
1.2: Keeping the flow of activities in the classroom moving smoothly				
Evidence: 12/13/2022 01:09 pm: teacher ok let's open our workbooks to the first page graphic organizer. The first part is the claim. You should have one of two statements. Buck should be admired.... or Buck should not be admired..... 12/13/2022 01:09 pm: teacher this is the easiest part of the essay 12/13/2022 01:09 pm: teacher without the claim, you get a two on your essay				

1.3: Establishing a manageable set of classroom rules and procedures and communicating with students about them regularly (e.g., posting them, modeling them, explaining the rationale behind them, discussing their applications in the classroom, and refining them as needed)				
1.4: Providing clear directions for classroom tasks using a variety of modalities (e.g., verbal, visual, physical demonstration) and checking to make sure students understand their roles and responsibilities				
Evidence: 12/13/2022 12:41 pm: teacher our goal is to acknowledge and understand the counter position 12/13/2022 12:41 pm: teacher we also need to connect and clarify relationships among complex ideas and concepts 12/13/2022 12:45 pm: teacher we are going to map out the argument essay in a way to make sure you get a three. The regents essay is scored on a six point scale. It is very difficult to get a zero, and it is very difficult to get a six 12/13/2022 12:45 pm: teacher I am going to give you information on how to get a three on your essay 12/13/2022 12:46 pm: teacher to move up to a four or a five, it is actually pretty easy 12/13/2022 12:46 pm: teacher i have been harping on explanations right. If you can elaborate with a solid explanation you are now up to a four...which equals sixteen points 12/13/2022 12:47 pm: teacher to get a five, if you can add elaborate vocabulary and smooth transitions, you can earn a five 12/13/2022 12:48 pm: teacher so in your packet, turn to the page with the big arrow going down the side. 12/13/2022 12:53 pm: teacher today I am going to walk you through the Call of the Wild essay 12/13/2022 12:53 pm: teacher referring to handout given to all students and posted on the screen				
1.5: Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement				
Evidence: 12/13/2022 12:52 pm: students begin to debate a few of the topics in small groups 12/13/2022 12:52 pm: teacher alright, guys back here. This is why argument questions are given. They want you to get worked up a bit				
1.6: Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning				
Evidence: 12/13/2022 01:14 pm: bell rings, teacher leave everything here guys. We are almost done 12/13/2022 01:14 pm: teacher see you tomorrow. We have to finish the counterclaim then we start writing				
1.7: Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, aides, student teachers)				
Rubric Score: 20/20				

Show respect for each other and the classroom

Yes

Have access to necessary supplies and resources.

Yes

Understand and follow classroom rules and procedures.

Yes

Make good use of their time.

Yes

Know what to do (self-directed).

Yes

Take responsibility for their own learning.

Yes

Have a positive attitude.

Yes

Use conflict-resolution techniques when there is a disagreement.

Yes

Comments related to Dimension 1 Student Impact

FEEDBACK NOTES

Dimension 1 - Praise (Recognize positive teaching behaviors that enhance learning.)

Mr. Hopkins ensures students understand and follow classroom rules and procedures. Students are required to take responsibility for their own learning with the tools and strategies Mr. Hopkins provides through the lesson.

Dimension 1 - Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Dimension 1 - Propose (Decide—collaboratively, if possible—on how to improve practice.)

Observing Dimension Two: Positive Relationships

Essential Question: How does the teacher build meaningful relationships with the students and among students to promote learning?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

*S&S Inst Indicators Dimension 2

Criteria	Novice	Developing	Proficient	Expert
2.1: Maintaining a positive and "with it" demeanor that shows students their teacher cares about what's going on in the classroom and is committed to the idea that "we're all in this together"				
2.2: Getting to know students and incorporating their interests, aspirations, and backgrounds into the curriculum				
Evidence: 12/13/2022 01:10 pm: teacher quick show of hands..how many are doing the first one Buck should be admired. All hands go up				
2.3: Differentiating instruction and assessment so students of all styles and ability levels can experience the joys of success				

2.4: Building a classroom community that insists on respect and mutual support for each student's learning and provides opportunities for students to become familiar with each other				
2.5: Designing learning experiences that call for high levels of collaboration, discussion, and interaction among students				
2.6: Maintaining an open and appropriate level of communication with students and the home				
2.7: Showing care and concern for students as individuals				
Rubric Score: 16/16				

Evidence:
 12/13/2022 12:43 pm: teacher we have to take into consideration that there will be articles in part one that may be more difficult
 12/13/2022 12:45 pm: teacher we are going to map out the argument essay in a way to make sure you get a three. The regents essay is scored on a six point scale. It is very difficult to get a zero, and it is very difficult to get a six

Evidence:
 12/13/2022 12:41 pm: teacher does anyone know where I got this?
 12/13/2022 12:41 pm: student the internet
 12/13/2022 12:41 pm: teacher well, it's from the NYSED site, this is what is going to be on your regents
 12/13/2022 12:42 pm: teacher shows the breakdown of points on the eleventh grade regents. Part three is only eight points.
 12/13/2022 12:42 pm: student wait, what? You only need thirty one points to pass the regents
 12/13/2022 12:43 pm: teacher yes. How many possible points can you get on part one and two
 12/13/2022 12:43 pm: student forty eight
 12/13/2022 12:43 pm: teacher yes, that's if you are perfect
 12/13/2022 12:57 pm: student ughhh
 12/13/2022 12:58 pm: student how much stronger is it really
 12/13/2022 12:58 pm: teacher re-reads two sentences. One with feeling statement, but one without
 12/13/2022 12:58 pm: student it makes it sound like you are closed minded
 12/13/2022 12:58 pm: teacher it is more statement driven

Evidence:
 12/13/2022 12:41 pm: teacher does anyone know where I got this?
 12/13/2022 12:41 pm: student the internet
 12/13/2022 12:41 pm: teacher well, it's from the NYSED site, this is what is going to be on your regents
 12/13/2022 12:42 pm: teacher shows the breakdown of points on the eleventh grade regents. Part three is only eight points.
 12/13/2022 12:42 pm: student wait, what? You only need thirty one points to pass the regents
 12/13/2022 12:43 pm: teacher yes. How many possible points can you get on part one and two
 12/13/2022 12:43 pm: student forty eight
 12/13/2022 12:43 pm: teacher yes, that's if you are perfect
 12/13/2022 01:06 pm: teacher remember, what do I always say....take the easiest route on the regents to get the most amount of points
 12/13/2022 01:08 pm: teacher no one in this building is going to grade your essay. No one is going to say Oh that Hannah, she's a good girl, I am going to give her some extra points. Or Ms. Gottlob is my favorite teacher, I hope she gets my essay to grade. That won't happen.

Are respectful of each other and the teacher.

Yes

Collaborate with each other.

Yes

Participate in whole-class and small-group discussions.

Yes

Feel that "We're all in this together."

Yes

Display empathy.

Yes

Share their feelings.

Yes

Resolve conflicts.

Yes

Have a voice.

Yes

Comments related to Dimension 2 Student Impact

FEEDBACK NOTES

Dimension 2 - Praise (Recognize positive teaching behaviors that enhance learning.)

Mr. Hopkins builds meaningful relationships with students and has built a supportive classroom environment. It is evident that Mr. Hopkins genuinely cares about the success of his students.

Dimension 2 - Pose (Ask questions that foster reflection on the teacher’s decisions and their impact.)

Dimension 2 - Propose (Decide—collaboratively, if possible—on how to improve practice.)

Observing Dimension Three: Engagement and Enjoyment

Essential Question: How does the teacher motivate students to do their best work and inspire the love of learning?

Which instructional indicators are evident?
REMEMBER: Quality instruction does not mean addressing all indicators.

*S&S Inst Indicators Dimension 3				
Criteria	Novice	Developing	Proficient	Expert
3.1: Engaging students in diverse forms of thinking (e.g., practical, analytical, creative, exploring feelings and values)				
Evidence: 12/13/2022 12:57 pm: student ughhh 12/13/2022 12:58 pm: student how much stronger is it really 12/13/2022 12:58 pm: teacher re-reads two sentences. One with feeling statement, but one without 12/13/2022 12:58 pm: student it makes it sound like you are closed minded 12/13/2022 12:58 pm: teacher it is more statement driven 12/13/2022 01:14 pm: student so wait, can our counterclaim be from one of the articles we already used. 12/13/2022 01:14 pm: teacher yes				
3.2: Using key “motivational levers” like controversy, choice, competition, challenge, and creativity to increase students’ commitment to learning				
Evidence: 12/13/2022 01:03 pm: teacher ok next tip. Do not include your personal feelings and experiences - just like I did. Everyone laughed				
3.3: Maintaining a high level of student excitement and on-task behavior using a wide variety of tools and strategies				
Evidence: 12/13/2022 12:52 pm: students begin to debate a few of the topics in small groups 12/13/2022 12:52 pm: teacher alright, guys back here. This is why argument questions are given. They want you to get worked up a bit				
3.4: Communicating and maintaining a passion for teaching, learning, and quality work throughout lessons and units				

3.5: Tapping into the power of "selfhood": encouraging students to pursue their own interests, make their own choices, develop their own perspectives, and express their values and dreams				
3.6: Creating a classroom environment that has the capacity to inspire and delight (e.g., through enthusiasm, humor, novelty, color, movement)				
Rubric Score: 20/20				

Evidence:
 12/13/2022 12:54 pm: teacher things to avoid - I feel, I want, I think
 12/13/2022 12:54 pm: teacher pretend you get in trouble...what would be something you could be sent to Mrs. O'Connell for
 12/13/2022 12:55 pm: student vaping in the bathroom
 12/13/2022 12:55 pm: teacher ok you get sent to Mrs. O'Connell's office. What would happen if she said " Well, I think I should check your bag." or "I feel I should call your mom." How does that change how you feel about Mrs. O'Connell's ability to do her job
 12/13/2022 12:56 pm: student you gotta show your dominance
 12/13/2022 12:56 pm: student it sounds like she is questioning her decision.
 12/13/2022 12:57 pm: teacher the person loses their credibility when they insert feelings
 12/13/2022 12:57 pm: teacher when you start evidence statements with I think or I feel, you automatically go to a two.
 12/13/2022 01:02 pm: teacher there are topics that can be more wishy washy than others. If we are talking about whether you need to stop at a stop sign in the middle of the night...well...I can see both sides to that. If the topic is racism, you have to draw a hard line

Evidence:
 12/13/2022 12:48 pm: student Mr Hopkins, didn't you say the ten is for the multiple choice? That should be twenty plus ten
 12/13/2022 12:48 pm: teacher ok so you have thirty points and need one more. If you attempt Part three you will get a passing score. Good catch!

Are energetic and enthusiastic.

Yes

Display effort.

Yes

Enjoy themselves in the classroom.

Yes

Express their own interests, ideas, and insights.

Yes

Are on-task and motivated.

Yes

Stretch their minds with different forms of thinking.

Yes

Comments related to Dimension 3 Student Impact

FEEDBACK NOTES

Dimension 3 - Praise (Recognize positive teaching behaviors that enhance learning.)

Mr. Hopkins motivates his students through his energy and enthusiasm for teaching and learning. He uses a variety of strategies to maintain on-task behavior, including having students provide personal perspectives and insights into the lesson.

Dimension 3 - Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Dimension 3 - Propose (Decide—collaboratively, if possible—on how to improve practice.)

Observing Dimension Four: A Culture of Thinking and Learning

Essential Question: How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

*S&S Inst Indicators Dimension 4



Criteria	Novice	Developing	Proficient	Expert
4.1: Challenging students' minds with rigorous texts and content and equipping them with the skills they need to handle rigorous content				
Evidence: 12/13/2022 01:11 pm: teacher now on the graphic organizer, we are moving to the three pieces of evidence. Someone give me one 12/13/2022 01:11 pm: student sacrifices for John Thorton 12/13/2022 01:11 pm: student what chapter is that 12/13/2022 01:11 pm: student chapter six 12/13/2022 01:12 pm: teacher there are many examples of loyalty in that chapter 12/13/2022 01:12 pm: student raises hand 12/13/2022 01:12 pm: student buck became a great leader for the team. 12/13/2022 01:13 pm: teacher ah that was chapter four right. We don't have anything negative in chapter four about Buck right.				
4.2: Engaging students in extended, higher-order thinking challenges (e.g., inquiry, investigation, problem-based learning, action research projects)				
4.3: Encouraging and challenging students to support their written and spoken ideas with evidence				
Evidence: 12/13/2022 01:10 pm: teacher reminder on the regents. you are given four articles. How many articles do you have to have evidence from? 12/13/2022 01:10 pm: student three out of four 12/13/2022 01:11 pm: teacher yes, easy way to get points. 12/13/2022 01:11 pm: teacher now on the graphic organizer, we are moving to the three pieces of evidence. Someone give me one 12/13/2022 01:11 pm: student sacrifices for John Thorton 12/13/2022 01:11 pm: student what chapter is that 12/13/2022 01:11 pm: student chapter six 12/13/2022 01:12 pm: teacher there are many examples of loyalty in that chapter 12/13/2022 01:12 pm: student raises hand 12/13/2022 01:12 pm: student buck became a great leader for the team. 12/13/2022 01:13 pm: teacher ah that was chapter four right. We don't have anything negative in chapter four about Buck right.				
4.4: Probing, extending, and clarifying student responses using effective questioning and recognition techniques				
Evidence: 12/13/2022 12:40 pm: teacher ok argument essay, what is it? 12/13/2022 12:40 pm: student an assignment where you pick a side and tell why you chose that side				
4.5: Encouraging discussion, dialogue, and debate around important ideas				
Evidence: 12/13/2022 12:59 pm: teacher no fence sitters. You can't go back and forth and say "well, I see that side but I don't really think you're right." 12/13/2022 12:59 pm: student I think you can do that when you are talking with your friends. Like you don't want to hurt their feelings 12/13/2022 01:00 pm: teacher that makes sense but you have to have conversations that are hard with friends though too 12/13/2022 01:01 pm: teacher tells story about a friend and racism that ties it into argumentative banter 12/13/2022 01:13 pm: teacher look up here, I want a direct quote from the book with page and line number. On the regents it will be text number				
4.6: Requiring students to use critical academic vocabulary in their speaking and writing				

4.7: Using technology as a tool for fostering critical thinking, creative expression, and problem solving				
	Evidence: 12/13/2022 12:40 pm: teacher using smartboard to guide discussion - notes on board 12/13/2022 12:45 pm: teacher I am going to give you information on how to get a three on your essay 12/13/2022 12:46 pm: teacher to move up to a four or a five, it is actually pretty easy 12/13/2022 12:46 pm: teacher i have been harping on explanations right. If you can elaborate with a solid explanation you are now up to a four...which equals sixteen points 12/13/2022 12:47 pm: teacher to get a five, if you can add elaborate vocabulary and smooth transitions, you can earn a five			
4.8: Teaching students how to use strategies on their own, as tools and frameworks for thinking and learning (e.g., moving from using Compare & Contrast to teaching students how to conduct their own comparative analyses)				
Rubric Score: 20/20				

Evidence:
 12/13/2022 12:40 pm: teacher using smartboard to guide discussion - notes on board
 12/13/2022 12:45 pm: teacher I am going to give you information on how to get a three on your essay
 12/13/2022 12:46 pm: teacher to move up to a four or a five, it is actually pretty easy
 12/13/2022 12:46 pm: teacher i have been harping on explanations right. If you can elaborate with a solid explanation you are now up to a four...which equals sixteen points
 12/13/2022 12:47 pm: teacher to get a five, if you can add elaborate vocabulary and smooth transitions, you can earn a five

Use different forms of critical thinking.

Yes

Show curiosity.

Yes

Use thinking and learning strategies.

Yes

Support their thinking with evidence.

Yes

Use academic vocabulary.

Yes

Ask meaningful questions.

Yes

Challenge themselves.

Yes

Apply technology in meaningful ways.

Yes

Exhibit habits of mind to work through problems.

Yes

Comments related to Dimension 4 Student Impact

FEEDBACK NOTES

Dimension 4 - Praise (Recognize positive teaching behaviors that enhance learning.)

Mr. Hopkins uses effective questioning strategies for critical thinking. He uses technology effectively as a learning tool and engages students in high level thinking.

Dimension 4 - Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Dimension 4 - Propose (Decide—collaboratively, if possible—on how to improve practice.)

Observing Dimension Five: Preparing Students for New Learning

Essential Question: How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

*S&S Inst Indicators Dimension 5				
Criteria	Novice	Developing	Proficient	Expert
5.1: Selecting relevant standards that are appropriate to the content and grade level				
5.2: "Unpacking" standards and turning them into clear and measurable learning goals and targets				
5.3: Posing essential questions to guide learning and promote deep thinking				
5.4: Beginning lessons and units with engaging "hooks"—thought-provoking activities or questions that capture student interest and activate their prior knowledge				
5.5: Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content				
5.6: Assessing students' background knowledge, skill levels, and interests relative to learning goals and targets				
5.7: Helping students develop insights into the products they'll be creating, performances they'll be delivering, and/or tasks they'll be completing to demonstrate what they've learned (e.g., providing models of high-quality work, rubrics, checklists, etc.)				
Rubric Score: 0/0				

Understand/restate learning goals in their own words.

Ask questions about learning goals.

Know what they have to produce and what's expected of them.

Assess their own knowledge of vocabulary.

Call up their prior knowledge.

Generate questions about content or personal goals.

Understand the plan for learning.

Comments related to Dimension 5 Student Impact

FEEDBACK NOTES

Dimension 5 - Praise (Recognize positive teaching behaviors that enhance learning.)

Dimension 5 - Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Dimension 5 - Propose (Decide—collaboratively, if possible—on how to improve practice.)

Observing Dimension Six: Presenting New Learning

Essential Question: How does the teacher present new information and provide opportunities for students to actively engage with content?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

*S&S Inst Indicators Dimension 6

Criteria	Novice	Developing	Proficient	Expert
6.1: Designing lessons and units around the way the content is organized (e.g., topic-subtopic, cycle, procedural, comparison, etc.) and breaking the content up into meaningful "chunks"				
Evidence: 12/13/2022 12:53 pm: teacher the first part is the outline of the essay. 12/13/2022 01:05 pm: teacher should college athletes be paid to play 12/13/2022 01:05 pm: student yes they should!! 12/13/2022 01:06 pm: teacher ok, one strategy is to take a highlighter and start to highlight evidence that supports that side 12/13/2022 01:09 pm: teacher ok let's open our workbooks to the first page graphic organizer. The first part is the claim. You should have one of two statements. Buck should be admired.... or Buck should not be admired..... 12/13/2022 01:09 pm: teacher this is the easiest part of the essay 12/13/2022 01:09 pm: teacher without the claim, you get a two on your essay				
6.2: Incorporating multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge				
Evidence: 12/13/2022 12:49 pm: teacher i went through every regents question from 2014 to last year and listed the topics 12/13/2022 12:49 pm: teacher what do we notice about them 12/13/2022 12:49 pm: student they are very basic 12/13/2022 12:49 pm: teacher yes they are popular 12/13/2022 12:50 pm: teacher should athletes be paid? is one of them. 12/13/2022 12:50 pm: student yes they should be 12/13/2022 12:51 pm: teacher both articles gave solid data that proved their side 12/13/2022 12:51 pm: teacher another hot topic is the last one, should protective headgear be mandatory in soccer? 12/13/2022 12:51 pm: student yeah, people are getting hurt lately 12/13/2022 12:51 pm: student then don't play soccer 12/13/2022 12:51 pm: teacher see, you are already starting to take sides 12/13/2022 12:52 pm: teacher some are more interesting than others				
6.3: Demonstrating high-quality communication skills (e.g., expressive language, rich vocabulary, proper use)				

6.4: Using a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable (presenting declarative information)	Evidence: 12/13/2022 12:49 pm: teacher i went through every regents question from 2014 to last year and listed the topics 12/13/2022 12:49 pm: teacher what do we notice about them 12/13/2022 12:49 pm: student they are very basic 12/13/2022 12:49 pm: teacher yes they are popular 12/13/2022 12:50 pm: teacher should athletes be paid? is one of them. 12/13/2022 12:50 pm: student yes they should be 12/13/2022 12:51 pm: teacher both articles gave solid data that proved their side 12/13/2022 12:51 pm: teacher another hot topic is the last one, should protective headgear be mandatory in soccer? 12/13/2022 12:51 pm: student yeah, people are getting hurt lately 12/13/2022 12:51 pm: student then don't play soccer 12/13/2022 12:51 pm: teacher see, you are already starting to take sides 12/13/2022 12:52 pm: teacher some are more interesting than others 12/13/2022 12:53 pm: teacher today I am going to walk you through the Call of the Wild essay 12/13/2022 12:53 pm: teacher referring to handout given to all students and posted on the screen			
6.5: Using modeling and think-alouds to help students understand the thinking skills, processes, and procedures they'll need to master (presenting procedural information)	Evidence: 12/13/2022 12:47 pm: student raises hand, what is an example of a smooth transition? 12/13/2022 12:47 pm: teacher In other evidence, 12/13/2022 12:54 pm: teacher things to avoid - I feel, I want, I think 12/13/2022 12:54 pm: teacher pretend you get in trouble...what would be something you could be sent to Mrs. O'Connell for 12/13/2022 12:55 pm: student vaping in the bathroom 12/13/2022 12:55 pm: teacher ok you get sent to Mrs. O'Connell's office. What would happen if she said " Well, I think I should check your bag." or "I feel I should call your mom." How does that change how you feel about Mrs. O'Connell's ability to do her job 12/13/2022 12:56 pm: student you gotta show your dominance 12/13/2022 12:56 pm: student it sounds like she is questioning her decision. 12/13/2022 12:57 pm: teacher the person loses their credibility when they insert feelings 12/13/2022 12:57 pm: teacher when you start evidence statements with I think or I feel, you automatically go to a two.			
6.6: Using a variety of questions and response techniques (e.g., signaling, surveying, whiteboard-response systems, Think-Pair-Share, provisional writing) to check for understanding in real time				
6.7: Making use of outside resources (e.g., field trips, guest speakers from community, interactive technology) to make learning authentic	Evidence: 12/13/2022 01:04 pm: teacher one topic is Should Illegal Immigrants be Granted Citizenship. I had a student who wrote a beautiful essay about his feelings based on illegal immigration. It was a great essay and he got a zero!			
6.8: Helping students assemble big ideas and important details through notemaking, summarizing, graphic organizers, and/or other forms of linguistic and nonlinguistic representation	Evidence: 12/13/2022 01:09 pm: teacher ok let's open our workbooks to the first page graphic organizer. The first part is the claim. You should have one of two statements. Buck should be admired.... or Buck should not be admired..... 12/13/2022 01:09 pm: teacher this is the easiest part of the essay 12/13/2022 01:09 pm: teacher without the claim, you get a two on your essay			
Rubric Score: 24/24				

Actively process new content (e.g., notes, questions, provisional writing).

Yes

Are able to identify big ideas and important details.

Yes

Communicate about their learning.

Yes

Can answer questions about their learning.

Yes

Raise their own questions.

Yes

Can summarize what they’ve learned.

Yes

Make connections to the real world.

Yes

Comments related to Dimension 6 Student Impact

FEEDBACK NOTES

Dimension 6 - Praise (Recognize positive teaching behaviors that enhance learning.)

Mr. Hopkins provided learning in chunks. First, he showed the students what was expected of them in the essay. Then, using graphic organizers, modeling, and think-alouds, he organized the new learning into meaningful chunks.

Dimension 6 - Pose (Ask questions that foster reflection on the teacher’s decisions and their impact.)

Dimension 6 - Propose (Decide—collaboratively, if possible—on how to improve practice.)

Observing Dimension Seven: Deepening and Reinforcing Learning

Essential Question: How does the teacher help students solidify their understanding and practice new skills?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

*S&S Inst Indicators Dimension 7				
Criteria	Novice	Developing	Proficient	Expert
7.1: Identifying critical junctures in the learning sequence, establishing targets that students must achieve at each juncture, and using a variety of formative assessment activities to help students assess their progress toward the targets				
7.2: Engaging students in regular content-based writing that helps them clarify their thinking and deepen their understanding				
7.3: Building in periodic review and guided practice opportunities to help students master key skills and content				
7.4: Providing clear and descriptive feedback to help students refine their use of key skills and/or deepen their comprehension				

7.5: Using heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)				
7.6: Providing a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance practice and learning				
7.7: Providing students opportunities to process new knowledge deeply through questions, discussion, and critical thinking activities				
7.8: Assigning purposeful and grade-appropriate homework for students to practice and reinforce learning				
Rubric Score: 0/0				

Are able to distinguish between what they know, don't know, and what they need to work on.

Practice and rehearse.

Use writing and thinking strategies.

Display effort.

Coach each other.

Use feedback (what they see, hear) to assess and modify their performance.

Think critically—synthesize and discuss ideas, give explanations, make new hypotheses.

Comments related to Dimension 7 Student Impact

FEEDBACK NOTES

Dimension 7 - Praise (Recognize positive teaching behaviors that enhance learning.)

Dimension 7 - Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Dimension 7 - Propose (Decide—collaboratively, if possible—on how to improve practice.)

Observing Dimension Eight: Applying Learning

Essential Question: How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

***S&S Inst Indicators Dimension 8**



Criteria	Novice	Developing	Proficient	Expert
8.1: Aligning summative assessments with learning goals and targets				
8.2: Designing culminating assessments that require students to transfer their learning in meaningful ways				
8.3: Developing tasks around the kinds of writing required for college and career readiness (argument, informative/explanatory, narrative)				
8.4: Engaging students in research projects that capture student interest and have relevance in the world beyond the classroom				
8.5: Challenging students to present their findings and defend their ideas				
8.6: Equipping students with the planning, thinking, and self-assessment skills they need to analyze and address task demands				
8.7: Making sure students understand what's expected of them (e.g., examining rubrics, checklists, models of exemplary work, etc.) and providing feedback as they work				
8.8: Differentiating assessment tasks so that students can show what they know in different ways				
Rubric Score: 0/0				

Plan out their work.

Analyze and revise their own work to improve its quality.

Incorporate feedback into their revisions.

Use rubrics and checklists.

Develop meaningful products.

Present and explain their work.

Take pride in their work.

Comments related to Dimension 8 Student Impact

FEEDBACK NOTES

Dimension 8 - Praise (Recognize positive teaching behaviors that enhance learning.)

Dimension 8 - Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Dimension 8 - Propose (Decide—collaboratively, if possible—on how to improve practice.)

Observing Dimension Nine: Reflecting on and Celebrating Learning

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

*S&S Inst Indicators Dimension 9



Criteria	Novice	Developing	Proficient	Expert
9.1: Celebrating student learning and achievement				
9.2: Providing students with opportunities to look back on the content so they can make generalizations, develop new insights, and/or formulate questions				
9.3: Helping students reflect on their own learning process to identify what they did well and where they'd like to improve				
9.4: Creating an environment that takes metacognition—or thinking about thinking—seriously				
9.5: Helping students review learning goals and targets, assess their level of achievement, and "close the gap" when goals are unmet				
9.6: Working with students to set future performance goals				

Rubric Score: 0/0

Take a step back to see the big picture.

Ask questions.

Talk about their own learning process.

Talk about the content.

Make meaningful connections and generalizations.

Look back at their learning goals to assess their effort and achievement.

Set new goals for themselves.

Compare their performance with previous performances.

Comments related to Dimension 9 Student Impact

FEEDBACK NOTES

Dimension 9 - Praise (Recognize positive teaching behaviors that enhance learning.)

Dimension 9 - Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Dimension 9 - Propose (Decide—collaboratively, if possible—on how to improve practice.)

 **Comments (1)**



overall score 4.0, highly effective.

Nice Job, Derrick!



Nicole O'Connell Feb 21 2023 11:41AM EST