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: Mousseau, Jennifer
Evaluation Cycle: 09/16/2023 - 08/16/2024
Submitted By: Mousseau, Jennifer
Date Submitted: 02/29/2024 8:45 am EST
Acknowledged By: Hopkins, Derrick
Date Acknowledged: 02/29/2024 8:47 am EST
Finalized By: Mousseau, Jennifer
Date Finalized : 07/01/2024 10:58 am EDT

Class:	Math 8
Date:	2/14/2024
Time:	8:14am

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: 02/14/2024 08:21 am: Prepares students for learning - teacher provides an overview of today's lesson and plans to complete yesterday's quiz 02/14/2024 08:21 am: Students are given the opportunity to get and sharpen pencils				
1.2: Keeping the flow of activities in the classroom moving smoothly				
Evidence: 02/14/2024 08:24 am: Teacher uses a timer while students independently write down the answer to as many math facts as they know				
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)				
Evidence: 02/14/2024 08:21 am: Students are given the opportunity to get and sharpen pencils				

Rubric Score: 28/28

Criteria	Novice	Developing	Proficient	Expert
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: 02/14/2024 08:21 am: Prepares students for learning - teacher provides an overview of today's lesson and plans to complete yesterday's quiz			
1.5: Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement				
	Evidence: 02/14/2024 08:43 am: One student is offtask - teacher uses proximity and a prompt to redirect			
1.6: Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning				
1.7: Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, aides, student teachers)				
Rubric Score: 28/28				

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.)

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				
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				
	Evidence: 02/14/2024 08:27 am: Student completed the problems incorrectly. Teacher gently agrees and asks for her feedback on what she did (what was the error). Gives student the opportunity to self-correct 02/14/2024 08:41 am: Teacher circulates the room to check on student progress and offer feedback 02/14/2024 08:43 am: One student is offtask - teacher uses proximity and a prompt to redirect			
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				
	Evidence: 02/14/2024 08:24 am: On board is the cycle day, homework (example hanging from clip for a visual) and due date			
2.7: Showing care and concern for students as individuals				
	Evidence: 02/14/2024 08:22 am: All students received V-day flower; teacher checks to make sure no one was forgotten			
Rubric Score: 24/24				

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

The teacher incorporates Positivity Project character strengths in the lessons weekly and helps connect those traits to learning. You can easily see how comfortable the students are in the classroom - it is a safe space to share ideas and make and correct mistakes.

FEEDBACK NOTES

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

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)				
3.2: Using key "motivational levers" like controversy, choice, competition, challenge, and creativity to increase students' commitment to learning				
	Evidence: 02/14/2024 08:25 am: Let's see how you did. Teacher calls on students to provide answer to each question			
3.3: Maintaining a high level of student excitement and on-task behavior using a wide variety of tools and strategies				
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				

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

Throughout the lesson students were on-task. They were showing a high level of engagement and expressed their thoughts and provided answers when called on.

FEEDBACK NOTES

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

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				
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: 02/14/2024 08:25 am: Let's see how you did. Teacher calls on students to provide answer to each question			
4.4: Probing, extending, and clarifying student responses using effective questioning and recognition techniques				
	Evidence: 02/14/2024 08:22 am: What is a perfect square? Can anyone explain to me the definition of a perfect square?			
4.5: Encouraging discussion, dialogue, and debate around important ideas				
	Evidence: 02/14/2024 08:33 am: Starburst are used for lesson - putting them together to build a square			
4.6: Requiring students to use critical academic vocabulary in their speaking and writing				
	Evidence: 02/14/2024 08:23 am: Think about English if your English teacher asked you to go to the root of the word what do they mean			
4.7: Using technology as a tool for fostering critical thinking, creative expression, and problem solving				
	Evidence: 02/14/2024 08:29 am: Teacher writes answers on the overheard projector as students provides them			
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: 28/28				

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

Great job incorporating key vocabulary words throughout the lesson! You also frequently asked higher-level questions to help deepen the learning

FEEDBACK NOTES

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

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				
	Evidence: 02/14/2024 08:24 am: On board is the cycle day, homework (example hanging from clip for a visual) and due date			
5.3: Posing essential questions to guide learning and promote deep thinking				
	Evidence: 02/14/2024 08:23 am: Think about English if your English teacher asked you to go to the root of the word what do they mean			

Rubric Score: 20/20

Criteria	Novice	Developing	Proficient	Expert
5.4: Beginning lessons and units with engaging "hooks"—thought-provoking activities or questions that capture student interest and activate their prior knowledge				
	Evidence: 02/14/2024 08:31 am: This will help us, as we get into Pythagorean theorem we must know perfect squares 02/14/2024 08:31 am: Teacher changes it up - students can pick any answer when they are called on. This gives them the opportunity to share one they are confident with			
5.5: Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content				
	Evidence: 02/14/2024 08:22 am: What is a perfect square? Can anyone explain to me the definition of a perfect square?			
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: 20/20				

Understand/restate learning goals in their own words.

Yes

Ask questions about learning goals.

Yes

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

Yes

Assess their own knowledge of vocabulary.

Yes

Call up their prior knowledge.

Yes

Generate questions about content or personal goals.

Yes

Understand the plan for learning.

Yes

Comments related to Dimension 5 Student Impact

This lesson required students to access their prior knowledge. There was a clear flow to the lesson and the students were able to connect their prior learning to the new learning goal.

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: 02/14/2024 08:31 am: This will help us, as we get into Pythagorean theorem we must know perfect squares			
6.2: Incorporating multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge				
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: 02/14/2024 08:33 am: Starburst are used for lesson - putting them together to build a square			
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)				
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				
	Evidence: 02/14/2024 08:27 am: Student completed the problems incorrectly. Teacher gently agrees and asks for her feedback on what she did (what was the error). Gives student the opportunity to self-correct 02/14/2024 08:38 am: Teacher utilizes key vocabulary throughout the lesson and reviews the definition 02/14/2024 08:45 am: What did you notice about the pink and red compared to the yellow. They are the same 02/14/2024 08:50 am: You have to square it to see if it works? Somethings going on so build it and see if you can find it 02/14/2024 08:56 am: Students write down key vocabulary word - Pythagorean theorem. Teacher teacher hen prompts students to create the formula incorporating the "legs" and "hypotenuse"			
6.7: Making use of outside resources (e.g., field trips, guest speakers from community, interactive technology) to make learning authentic				
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: 02/14/2024 08:41 am: Teacher circulates the room to check on student progress and offer feedback 02/14/2024 08:45 am: I want you to discover something really cool. Slide the yellow to the side, count the pink and red and tell me what you notice. Raise your hand when you figure it out 02/14/2024 08:56 am: What does the right angle tell us?			
Rubric Score: 20/20				

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.

Can answer questions about their learning.

Yes

Raise their own questions.

Yes

Can summarize what they've learned.

Make connections to the real world.

Comments related to Dimension 6 Student Impact

Frequent checks for understanding were one throughout the lesson and questioning techniques were used to help students reflect and problem solve

FEEDBACK NOTES

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

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				
	Evidence: 02/14/2024 08:27 am: Student completed the problems incorrectly. Teacher gently agrees and asks for her feedback on what she did (what was the error). Gives student the opportunity to self-correct			
7.5: Using heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)				
	Evidence: 02/14/2024 08:36 am: Students quickly and quietly moved into pairs			
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: 12/12

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

Yes

Practice and rehearse.

Yes

Use writing and thinking strategies.

Display effort.

Yes

Coach each other.

Yes

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

Working in pairs is a great way for students to support each other's learning and do a think-pair-share!

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	Evidence: 02/14/2024 08:24 am: Teacher uses a timer while students independently write down the answer to as many math facts as they know 02/14/2024 08:31 am: Teacher changes it up - students can pick any answer when they are called on. This gives them the opportunity to share one they are confident with			
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.)