 **Class Observation Visit # 2**

Name Renee Hedges Date March 15, 2013

Class Observed Career Assessment Meeting Length Observed 7:55-8:28

Lesson Plans Up-to-date ❒ Yes ❒ No ✓ Not Applicable

Substitute Folder Up-to-date ❒ Yes ❒ No ✓ Not Applicable

Seating Charts Up-to-date ❒ Yes ❒ No ✓ Not Applicable

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| **Domain 2a: Creating an Environment of Respect & Rapport** | | | | |
| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Teacher Interaction with Students | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibits disrespect for teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for teacher. | Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher. | Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role. |
| Student Interaction | Student interactions are characterized by conflict, sarcasm, or put-downs. | Students do not demonstrate negative behavior toward one another. | Students actions are generally polite and respectful. | Students demonstrate genuine caring for one another as individuals and as students. |
| **Domain 2d: Managing Student Behavior** | | | | |
| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Expectations | No standards of conduct appear to have been established or students are confused as to what the standards are. | Standards of conduct appear to have been established for most situations, and most students seem to understand them. | Standards of conduct are clear to all students. | Standards of conduct to all students and appear to have been developed with student participation. |
| Monitoring of Student Behavior | Student behavior is not monitored, and teacher is unaware of what students are doing. | Teacher is generally aware of student behavior but may miss the activities of some students. | Teacher is alert to student behavior at all times. | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers’ behavior, correcting one another respectfully. |
| Response to Student Misbehavior | Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student’s dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs. | Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate. |
| **Domain 3c: Students Engaging in Learning** | | | | |
| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Instructional Materials and Resources | Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally. | Instructional materials and resources are partially suitable to the instructional goals or students’ levels of mental engagement are moderate. | Instructional materials and resources are suitable to the instructional goals and engage students mentally. | Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes. |
| Structure and Pacing | The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. | The lesson’s structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. |
| **Domain 3d: Providing Feedback** | | | | |
| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Timeliness | Feedback is not provided in a timely manner. | Timeliness of feedback is inconsistent. | Feedback is consistently provided in a timely manner. | Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning. |
| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Domain 3e: Demonstrating Flexibility** | | | | |
| Lesson Adjustment  N/A | Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson. | Teacher attempts to adjust a lesson, with mixed results. | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. | Teacher successfully makes a major adjustment to a lesson. |
| Response to Students | Teacher ignores or brushed aside students’ questions or interests. | Teacher attempts to accommodate students’ questions or interests. The effects of the coherence of a lesson are uneven. | Teacher successfully accommodates students’ questions or interests. | Teacher seizes a major opportunity to enhance learning, building on spontaneous events. |
| **Comments: T=Teacher; S=Student; C=Cardone CA=Career Assessor**  **Lesson Plans:** T set up the career assessment and the results meeting scheduled for March 15.  7:55. Career assessment meeting. Career Assessor, Mrs. Hedges, Mrs. Berka, Mrs. DiSalvo, TJ CA Career shared in great depth survey results: Outdoors high; Forestry in Sixth district compact—full explained the program; Science, math, language skills assessment results 8:10. T  He is really good at hearing, then demonstrating. Next transition--what are we going to do next year. Talked about the  Office of accessibility, TJ’s exit IEP.  S Mom What is it called? T. ETR & IEP; explained the difference between these documents  CA mentioned MUSKINGKUM and my plan.com from Malone--career T. Really good site. I have seen that. CA Mentioned Hocking Hills and went into detail about the program. This would be a great fit for TJ. Also, mentioned the landscape career Sixth District Compact Program T. With the forestry or agriculture.  Actually saw program. Have had students work on my home.   Heard a lot of good success.  8:28 T asked Mom and TJ if they had any questions.  **Comments**: Mrs. Hedges, great job of using outside resources—Sixth District Assessment. The CA performed a very thorough overview of TJ’s assessment. You complemented the meeting with your past expertise and awesome expertise. Super job, as always1 | | | | |

March 15, 2013

 Evaluator Date