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|  | **2013-14 SCHOOL YEAR**  **.** |
|  | **NORTH SALEM CENTRAL SCHOOL DISTRICT** |
|  | USING THE DANIELSON 2011 RUBRIC  FOR THE TEACHER’S  GOAL SETTING AND ACTION PLAN  **Draft: 7/3/13** |
|  | **Teacher’s Name:**  **Ellen Falk** |
|  | **Lead Evaluator:**  **Dr. George Bovino** |
|  | **Goal:** Achieve our Mission to **“**Engage students to continuously learn, question, define and solve problems through critical and creative thinking” |
|  | **Focus For 2013-14:** My focus is on “deep understanding” (CC shift #4) and “application” (CC shift #5) in order to develop mathematically proficient students who can connect content knowledge ( see CCLS -mathematics) to standards of mathematical practice, namely Modeling Mathematics, (Standards of Mathematical Practice #4 of 8) through problem solving requiring critical and creative thinking. |
|  | **How Does This Focus Support The Goal:**  First, students should be able to build knowledge from the abstract to the applied by modeling mathematics through authentic contextual settings that require and benefit from creative and critical thinking. Settings will integrate math with math while others integrate math to real-world settings. Second, mathematically proficient problem solvers (students) can creatively and critically apply the math that they know to solve problems that occur in everyday life. Lastly, the problem solving skills obtained by students should support the connections between the different branches of mathematics as well as to other disciplines. In doing so this will serve to support the instructional shifts in mathematics as described by the writers of the Common Core. |
|  | **How Will You Examine Student Performance Regarding This Focus**:  Student performance will take place on summative and performance assessments, such as the PST. Student capacity for applying mathematical concepts to solve problems will be demonstrated in student reflections. |
|  | **EVIDENCE FOR THE COMPONENTS OF DOMAINS 1 AND 4**  At the beginning of the year describe your plan to be Highly Effective for each component. Be specific. List the type of artifact(s) you will use to support your work and explain how it/they will show you as Highly Effective.    Then at the end of the year, if your list of artifacts and/or the description of how they show you as Highly Effective have changed, you will write that revised description and explain why you made the change(s).    Guidelines for submitting your folder of evidence for the components of domains 1 and 4:    Label each piece of evidence very clearly in large, bold lettering, i.e. 1A, 4D, etc.    A single piece of evidence / artifact / document might be linked to more than one Domain and/or Component. So, the artifact could be labeled 1A in one place, 1B on another place or page, and 1F in still another place or page. This artifact provides evidence for three components of Domain 1. In such a case where an artifact has different labels on different pages, please put a post-it on each page that is labeled so that the Lead Evaluator can easily find the evidence. Use Post-its marked 1A, 1B, 1F, etc. stuck to specific documents and locations within multipage documents to clearly show the location of the evidence. |
|  | **The range of possible points for each component is: 0, 0.5, 1, 1.5, 2, 2.5, 3, 3.5, 4**    **1 = Ineffective, 2 = Developing, 3 = Effective, 4 = Highly Effective** |
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|  | **DOMAIN 1: Planning And Preparation** |
|  | **Component A: Demonstrating Knowledge Of Content And Pedagogy**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**  **Evidence:** [**Unit Plan of Chain Rule for BC Calculus:**](http://www.mathizaverb.com/appr_evidence.html) This unit focuses on the connection between previously learned concepts (composition of functions, differentiation, rates of change) and asks students to construct a solution or argument based on what they already know. Misconceptions are anticipated as demonstrated by powerpoint revealing common student approaches as well as alternate approaches to solving the problem.  **This demonstrates highly effective because** it relates what students already know with regard to the chain rule to expand their knowledge of technique to methods they may not be aware of. The plan demonstrates that students must understand the interactions between methods of solution and are challenged to relate what they already know to understand and incorporate a new technique.          **Initial plan approved by Lead Evaluator: Initials gab Date11/12/13**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **Component B: Demonstrating Knowledge Of Students**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**  Success in math is grounded in well-learned algorithms (procedures) and in the understanding of concepts. Deep understanding of a concept involves the mastery of skills involved. Knowledge of student’s prior and current skill level is important for planning and is obtained through a variety of methods for groups of students and for the individual. Such methods include but are not limited to student surveys, software to track individual competencies on mathematical skills, Take –Aways ( students describe to me what they actually “got” out of the instruction or class experience) .    [**Evidence: Student surveys( BC)**, **Skill report from Glencoe Self check quizzes,**](http://www.mathizaverb.com/appr_evidence.html) **Take -Aways**    **This demonstrates highly effective because** information about students’ knowledge and understanding is gathered individually and maintained carefully. Knowledge of students would help to differentiate instruction and construct assessments.                  **Initial plan approved by Lead Evaluator: Initials gab Date11/1/2/13**      If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **Component C: Setting Instructional Outcomes**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**  CCLS , Math Practices – Modeling mathematics by incorporating authentic problem solving tasks.  Instructional units are designed to integrate math with math and math with other disciplines while adhering to the content and mathematical practices of CCLS. Focus on supporting the school mission is paramount and supported through the PST.  [**Evidence: PST template for Geometry – What’s the Balance Point?**](http://www.mathizaverb.com/appr_evidence.html)    **This demonstrates highly effective because** it incorporates the school mission of creative and critical thinking and goes beyond to describe not only what students will do but more importantly what students will learn with regard to CCLS ( math and ELA) .        **Initial plan approved by Lead Evaluator: Initials gab Date11/12/13**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **Component D: Demonstrating Knowledge Of Resources**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**  Resources to enhance student learning and problem solving in the classroom and further deepen understanding of mathematical concepts include manipulatives such as the Tower of Hanoi’s , peg puzzles( made by the teacher) , compasses ( for orienteering) etc. The use of manipulatives in modeling mathematical concepts or illustrating problem solving strategies aides to deeper understanding while providing opportunity to allow for critical and creative thinking. Resources to enhance student knowledge outside of the classroom are organized through my website [www.mathizaverb.com](http://www.mathizaverb.com/). At this site students of all course levels can access resources for projects, homework assignments, homework help,videos, rubrics, other internet sources for supporting and extending the knowledge necessary for problem solving. Students can also see project exemplars. To enhance my own personal understanding of pedagogy and practices I regularly attend math conferences and also present at local and state level conferences. I am a member of Association of Math Teachers of New York State where I serve as the Recording Secretary to the President, the County Chair for Westchester County , and the STEM Liaison. I am also a member of the New York State STEM Collaborative www.nystemeducation.org . I have also had professors visit from Embry-Riddle Aeronautical Univ to discuss engineering with large groups of students. In June 2013 I had a professor from Fredonia come and speak to my classes thoughout the day. A guest speaker from the United Nations also spoke to my math modeling class regarding climate change. The school librarian is a guest teacher for my math modeling class as she teaches students how to use Google Earth in their orienteering/mapping project.    Recent conferences : AMTNYS State Conf in Buffalo , NY Nov. 7-9, presenter  AMTNYS Summer Conference, ST. John’s Fisher College, presenter Hudson Mohawk Valley Math Conf March 2013, presenter  Ten County Math Conference, March 2013, presenter    [**Evidence : t**eacher website:](http://www.mathizaverb.com/appr_evidence.html)  [www.mathizaverb.com](http://www.mathizaverb.com/), attendance record for conference.Photos of Planery panel    **This demonstrates highly effective because** it demonstrates **extensive** knowledge and use of resources from the school, the community, the internet and professional organizations and universities.              **Initial plan approved by Lead Evaluator: Initials gab Date11/12/13**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **Component E: Designing Coherent Instruction**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**  [**Evidence: The layer cake of the PST for Geometry**](http://www.mathizaverb.com/appr_evidence.html) **( “What’s the Balance Point?”)** illustrates the structure of designing coherent instruction. The PST fully supports the instructional goals of the district and CCLS. Deeper understanding of the mathematical concept of “centroid” and its actual use in real life is illustrated. Student choice in design and problem solving strategies will drive critical and creative thinking as well as raise the difficulty level of the problem. Student exemplars of the final product will be submitted as well.  **This demonstrates highly effective because** the unit is designed to engage students at a high level of cognitive activity and bring meaning to their learning. The evidence incorporates appropriate use of technology as well as student choice for adapting the project outcome.                  **Initial plan approved by Lead Evaluator: Initials gab Date11/12/13**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **Component F: Designing Student Assessments**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**  The PST rubric used for the Geometry “What’s the Balance Point?” PST is used to plan future instruction for individual students to help deepen understanding and application of new concepts. Students have more ownership when they have some control in how they are evaluated.    [**Evidence: PST Rubric with student work including reflection**](http://www.mathizaverb.com/appr_evidence.html) **, anticipation guide(formative).**  **This demonstrates highly effective because** the details of the assessment are part of the instruction and are given to students revised after their contribution. The use of formative assessments are also included to guide the next steps in instruction.                  **Initial plan approved by Lead Evaluator: Initials gab Date11/1/2/13**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **DOMAIN 4: Professional Responsibilities** |
|  | **Component A: Reflecting On Teaching**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**  In addition to keeping records in a database such as eschool data for student records I also typically keep a notebook on lessons, activities, homework problems etc.. for the courses I teach. .    [**Evidence : Journal excerpt from teacher notebook** a](http://www.mathizaverb.com/appr_evidence.html)fter a lesson showing thoughtful and accurate assessment of the lesson. This is an excerpt from BC calculus in which students are beginning to make connections between memorized concept of a particular limit they learned in the past to the concept of local linearization and differentiability. Student reflections also included.    **This demonstrates highly effective** because the teacher is able to cite specific examples from a lesson to support assessment of the event. Reflection on teaching helps to improve the practice of teaching and hence the experience of the next student.              **Initial plan approved by Lead Evaluator: Initials gab Date11/12/13**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **Component B: Maintaining Accurate Records**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**  In addition to traditional electronic databases for student records, folders for students are maintained in the classroom for easy access by student and teacher where such items may include but are not limited to skill inventories, assessments, or notes from the teacher to student. Some records are available via the internet for easy access by parent, teacher and student. Self check quizzes are maintained in teacher email by group.  [**Evidence:** Student skill in self check quizzes ( Geometry Regents) are maintained in my email. Eschool data reports.](http://www.mathizaverb.com/appr_evidence.html)    **This demonstrates highly effective** the records kept are easily accessible by teacher for parent –teacher –student meetings. Students contribute to their record by emailing their self check quiz/test assessments. Student record keeping is fully effective.      **Initial plan approved by Lead Evaluator: Initials gab Date11/1/2/1/3**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **Component C: Communicating With Families**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**    [**Evidence:**](http://www.mathizaverb.com/appr_evidence.html) Teacher website, [www.mathizaverb.com](http://www.mathizaverb.com/) where communication to students and parents on essential projects, CCLS , course requirements, homework assignments, etc. are maintained.  **This demonstrates highly effective** because it shows the effort to keep parents and families fully informed of the daily happenings of class as well as future assignments. This way if parents have a particular event happening either cultural or religious they can more easily communicate and plan with the teacher if necessary.                  **Initial plan approved by Lead Evaluator: Initials gab Date11/12/13**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **Component D: Participating In A Professional Community**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**    In addition to collaborating with other math teachers from inside my school I also collaborate and instruct outside my district through professional organizations, providing a leadership role in professional development.    [**Evidence: Conference program.**](http://www.mathizaverb.com/appr_evidence.html)Participation as a presenter in AMTNYS conference/ professional organization work where a leadership role is evident. Presentations offer professional development to teachers throughout the state of New York.    **This demonstrates highly effective** because it shows my initiative in taking on leadership roles among the mathematical teaching community locally and state wide. Most of my presentations support the mission of our school district as well as the mathematical practices of the Common Core.                **Initial plan approved by Lead Evaluator: Initials gab Date11/1/2/13**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **Component E: Growing And Developing Professionally**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**  Collaboration with our Library Media Specialist to improve and enhance ongoing instruction in the classroom and deepen understanding and especially the real-life application of a problem in Math Modeling. Our Librarian was our class special guest and instructed students for several days on how to use Google Earth. This greatly enhanced the project and student understanding of the problem. I also have a relationship with the admissions counselor at Embry-Riddle Aeronautical University ,ERAU, and have scheduled visits between our students and a visiting mechanical engineering professor from the university. I have coordinated through the school guidance department on this as well.    [**Evidence :**Email correspondence between ERAU and other faculty from our HS.](http://www.mathizaverb.com/appr_evidence.html)    **This demonstrates highly effective** because it demonstrates that I have sought out the opportunity to contribute to the school experience of our students and feedback from faculty as well.      **Initial plan approved by Lead Evaluator: Initialsgab Date11/1/2/1/3**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **Component F: Demonstrating Professionalism**    **Your plans at the beginning of the year listing** artifact(s) and the description of how it/they show you as Highly Effective **(4):**  Requests by students for letters of recommendation for acceptance into colleges, universities or private schools are often asked for and provided. I also serve on the Foundation for Learning and in doing so serve the needs of other professionals or students in the district. I have also started an Open Land Foundation Student Organization which connect students to a large community organization that benefits the area in which they live and work.  [**Evidence :** College recommendation](http://www.mathizaverb.com/appr_evidence.html) letters are written with honesty, integrity and confidentiality showing professionalism in fulfilling the needs of students.  **This demonstrates highly effective** because it demonstrates that I am active in the service of students and other professionals in the district and have taken on leadership roles in doing so.                **Initial plan approved by Lead Evaluator: Initials gab Date11/12/13**        If your list of artifacts and/or the description of how they show you as Highly Effective have changed, write that revised list and description below and explain why you made the change(s). Copy and paste as much as possible from your original description. |
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|  | **WHAT WILL BE OBSERVED IN THE CLASSROOM**  **REGARDING THE COMPONENTS OF DOMAINS 2 AND 3** |
|  | **TENURED TEACHER**  **For the formal observation, complete the information for the Components of Domains 2 and 3 and the pre-observation form.**    **For the teacher who received a rating of Highly Effective (4) on all Components of Domains 2 and 3 for the formal observation, the informal observation will serve as a general confirmation of that level of performance. No new written information is required.**    **For the teacher who received a rating below Highly Effective (4) on any Component of Domains 2 and 3 for the formal observation, the informal observation will serve as an opportunity to improve performance. New action plans describing Highly Effective (4) performance must be written for those components.**    **Subsequent informal observations will focus on the Components which still did not receive a rating of Highly Effective (4).**    **NON-TENURED TEACHER**  **For your first formal observation, complete the information for the Components of Domains 2 and 3 and the pre-observation form.**    **For your second formal observation, complete another set of descriptions and explanations for the Components of Domains 2 and 3 and complete another pre-observation form.**    **Subsequent informal observations will focus on the Components which still are rated below Highly Effective (4).** |
|  | **For each Component state, in descriptive terms specific to the observed lesson, what the observer will see and hear in the classroom which is Highly Effective (4).**    **The range of possible points for each component is: 0, 0.5, 1, 1.5, 2, 2.5, 3, 3.5, 4**  **1 = Ineffective, 2 = Developing, 3 = Effective, 4 = Highly Effective**    **Submit your plans for the Components of Domains 2 and 3 within five (5) school days of the pre-conference for your formal observation.**    **Rating for Components will be given to the teacher in writing during the post conference meeting for a formal observation or an informal conversation after an informal observation.** |
|  | **DOMAIN 2: The Classroom Environment** |
|  | **Component A: Creating An Environment Of Respect And Rapport**    **Rating By Lead Evaluator:**  **Date 1/28/14 Score 4 Initials…gab….// Date Score Initials // Date Score Initials // Date Score Initials……//**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Formal Observation for Tenured and Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**  *Teacher demonstrates knowledge about student interests through conversation. Students are respectful to one another and to the teacher. Teacher circulates and interacts between groups and individuals.*    **Students are given a handout describing the activity: Triangle Challenges as well as the physical triangles and math tools.**        **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Tenured teacher responds to this feedback by writing plans for subsequent informal observations.**        **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Second Formal Observation for Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Non- tenured teacher responds to this feedback by writing plans for subsequent informal observations.** |
|  | **Component B: Establishing A Culture For Learning**      **Rating By Lead Evaluator:**  **Date 1/28/14 Score 4 Initialsgab…….// Date Score Initials // Date Score Initials // Date Score Initials……//**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Formal Observation for Tenured and Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**  *Student routines are established so that students check each other with homework or other assignment at hand or continue to work with each other even if the teacher is attending another group or individual. A positive environment and positive attitudes exist between students and peers and is made evident by the students’ participation and conversation. Teacher fosters the value of the current work or problems they are solving by either highlighting the connections to prior knowledge or asking students if they can see and describe the connections. Effort and perseverance are encoura****ged. The lesson structure will facilitate students instructing each other on the various approaches to solving the problem.***        **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Tenured teacher responds to this feedback by writing plans for subsequent informal observations.**        **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Second Formal Observation for Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Non- tenured teacher responds to this feedback by writing plans for subsequent informal observations.** |
|  | **Component C: Managing Classroom Procedures**      **Rating By Lead Evaluator:**  **Date 1/28/14 Score 4 Initials…gab….// Date Score Initials // Date Score Initials // Date Score Initials……//**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Formal Observation for Tenured and Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**  ***Routine is established and is evident by the way students without much instructions get to their textbooks, or calculators/paper/compasses etc. Students redirect each other to stay on tasks if necessary. Computer attendance is taken at the start of class while students are settling in and getting out homework /materials.***    **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Tenured teacher responds to this feedback by writing plans for subsequent informal observations.**        **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Second Formal Observation for Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Non- tenured teacher responds to this feedback by writing plans for subsequent informal observations.** |
|  | **Component D: Managing Student Behavior**      **Rating By Lead Evaluator:**  **Date 1/28/14 Score 4 Initials…gab….// Date Score Initials // Date Score Initials // Date Score Initials……//**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Formal Observation for Tenured and Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**    *Behavior is positive towards each other and towards the teacher. Unwanted behavior or talking out of turn for example is redirected or stopped by positive teacher movement towards the student(s). Routine actions of students such as leaving to go to the lav without disruption, continue.*  *This lesson involves a physical model rather than a theoretical discussion which focuses student attention on math actions and proactively manages student behavior.*      Students will have the physical models and math tools at their desks.    **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Tenured teacher responds to this feedback by writing plans for subsequent informal observations.**        **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Second Formal Observation for Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Non- tenured teacher responds to this feedback by writing plans for subsequent informal observations.** |
|  | **Component E: Organizing Physical Space**      **Rating By Lead Evaluator:**  **Date1/28/14 Score 4 Initials…gab….// Date Score Initials // Date Score Initials // Date Score Initials……//**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Formal Observation for Tenured and Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**  **Chairs and desks are organized into groups of 4. When necessary, students will move the position of a chair/desk without instruction to get a better view of the board or computer screen. Students have access to the technology ( calculator or computer when necessary). Students have choice in using any resources to solve the problems including technology based resources.**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Tenured teacher responds to this feedback by writing plans for subsequent informal observations.**        **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Second Formal Observation for Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Non- tenured teacher responds to this feedback by writing plans for subsequent informal observations.** |
|  | **DOMAIN 3: Instruction** |
|  | **Component A: Communicating With Students**      **Rating By Lead Evaluator:**  **Date1/28/14 Score 4 Initialsgab…….// Date Score Initials // Date Score Initials // Date Score Initials……//**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Formal Observation for Tenured and Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**        *Objective of the lesson is made clear to the students by the teacher with and without the use of the Smart board at the start of class. Teacher engages student responses or clarifications of what teacher said to other students. Student responses can be verbal or written ( say on the board). Misconceptions or misunderstandings students may encounter are highlighted if appropriate during the discussion or activity.*    **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Tenured teacher responds to this feedback by writing plans for subsequent informal observations.**        **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Second Formal Observation for Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Non- tenured teacher responds to this feedback by writing plans for subsequent informal observations.** |
|  | **Component B: Using Questioning And Discussion Techniques**      **Rating By Lead Evaluator:**  **Date 1/28/14 Score 4 Initials…gab….// Date3/26/14 Score4 Initials gab. // Date Score Initials // Date Score Initials……//**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Formal Observation for Tenured and Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**  ***The teacher will provide guidance to the groups that will require discussion of alternate approaches to solving the problem. Teacher expects the same outgoing students will answer and calls on others so as to draw as many students as possible into the discussion. Students explain concepts or provide clarifications to each other or student comments add to the lesson.***          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Tenured teacher responds to this feedback by writing plans for subsequent informal observations.**        **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Second Formal Observation for Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Non- tenured teacher responds to this feedback by writing plans for subsequent informal observations.** |
|  | **Component C: Engaging Students In Learning**      **Rating By Lead Evaluator:**  **Date1/28/14 Score 4 Initials…gab….// Date Score Initials // Date Score Initials // Date Score Initials……//**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Formal Observation for Tenured and Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**  *Activities ( see artifact) are aligned with instruction and designed to strengthen understanding of concepts and provide opportunity for higher order thinking. Application to a new shape will demonstrate student higher order thinking. Students are engaged in the lesson and have time to reflect on the task at hand. Students will have choice in how to solve the problems, will have experience in using more than one approach to solving the problem and will learn to evaluate the merits of the various approaches to solving the problem and reflect on the use of those approaches. The group setting will facilitate student sharing of their learning.*            **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Tenured teacher responds to this feedback by writing plans for subsequent informal observations.**        **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Second Formal Observation for Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Non- tenured teacher responds to this feedback by writing plans for subsequent informal observations.** |
|  | **Component D: Using Assessment In Instruction**      **Rating By Lead Evaluator:**  **Date1/28/14 Score 4 Initials…gab….// Date Score Initials // Date Score Initials // Date Score Initials……//**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Formal Observation for Tenured and Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**  *Teacher circulates to provide feedback to groups/individuals encouraging the continuation of high quality work or clarifications of misconceptions. Instruction is designed so that it is expected that students will self assess their work on an ongoing basis and offer feedback to each other or are in agreement.*        **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Tenured teacher responds to this feedback by writing plans for subsequent informal observations.**        **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Second Formal Observation for Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Non- tenured teacher responds to this feedback by writing plans for subsequent informal observations.** |
|  | **Component E: Demonstrating Flexibility And Responsiveness**      **Rating By Lead Evaluator:**  **Date 1/28/14 Score 4 Initials…gab….// Date Score Initials // Date Score Initials // Date Score Initials……//**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Formal Observation for Tenured and Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**  *Teacher shows flexibility when a lesson adjustment is needed. Teacher differentiates instruction as necessary to help all students understand. Resources are available to meet the needs of individual students; teacher will direct students as necessary.*          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Tenured teacher responds to this feedback by writing plans for subsequent informal observations.**        **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Second Formal Observation for Non-Tenured**    **Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**          **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**        **Non- tenured teacher responds to this feedback by writing plans for subsequent informal observations.** |
|  | **Pre-observation Form**  **Formal Observation**    **Teacher’s Name: Ellen Falk**    **Subject: Regents Geometry Period: 1 Date of observation:Jan 28**    **Lead Evaluator: Dr. G Bovino**    **(See the submitted action plan for each component of Domains 2 and 3)** |
|  | 1. How does this lesson support the specific focus on the District Mission described on the submitted goal setting form?  **Students will be building knowledge throughout the unit from the abstract to the applied. This lesson will provide opportunity for students to connect content knowledge through problem solving and modeling by determining and validating the centroid of any given triangle. This will deepen their understanding of the problem solving strategies and techniques learned throughout the unit.** |
|  | 2. What are the learning objectives of this lesson and how will students demonstrate to you that they have achieved the desired objective(s)?  **Through modeling the actual position of the centroid, students will see that different problem solving strategies /techniques , when applied correctly, will lead to the same solution. Through critique and reflection, they will gain understanding of a strategy or technique that works best or is more efficient under given circumstances.**  **Successful completion of the PST-What’s The Balance Point and the chapter 5 test.** |
|  | 3. What specific common core standards and content standards are addressed in this lesson?  **We are at the end of chapter 5, Points of Concurrency and Special Segments in triangles.** |
|  | 4. How does this lesson relate to the unit of instruction of which it is part?  **We are at the end of chapter 5, Points of Concurrency and Special Segments in triangles. The PST may at this point be started. The PST is a large scale task upon which the processes and strategies are supported and demonstrated by this lesson.** |
|  | 5. Is there anything in particular that you would like the evaluator to pay specific attention to during the observation?  **Student interactions and conversation. Some girls with ADHD need redirection and tend to get distracted or off task. I will redirect with a look or movement.** |
|  | 6. Are there any group or individual characteristics or circumstances about which the evaluator should be aware? (Unusual behaviors, grouping interactions, students leaving class during the period, lab work, etc.)  **No, not really.** |
|  | **Pre-observation Form**  **Formal Observation #2 For Non-Tenured Teacher**    **Teacher’s Name:**    **Subject: Period: Date of observation:**    **Lead Evaluator**    **(Make a new action plan for each component of Domains 2 and 3 to fit this second pre-observation form.)** |
|  | 1. How does this lesson support the specific focus on the District Mission described on the submitted goal setting form? |
|  | 2. What are the learning objectives of this lesson and how will students demonstrate to you that they have achieved the desired objective(s)? |
|  | 3. What specific common core standards and content standards are addressed in this lesson? |
|  | 4. How does this lesson relate to the unit of instruction of which it is part? |
|  | 5. Is there anything in particular that you would like the evaluator to pay specific attention to during the observation? |
|  | 6. Are there any group or individual characteristics or circumstances about which the evaluator should be aware? (Unusual behaviors |
|  | **Teacher Year-End Reflection**    **Teacher Name: Ellen Falk Date: May 12, 2014**    **1. What effect did your Mission-linked actions (as described in your Goal Setting And Action Plan document) have on the performance of your students?**  **There was improvemnet of students taking risks in solving more challenging problems or encompassing higher level thinking in problem solving. Students embraced the PST and wonderful results followed. The student centered simulations of problem solving techniques that they could or might employ in solving the problem was especially successful.**      **2. What are you considering as your action plan for next year to improve the performance of your students?**  **To continue the focus on problem solving using critical and creative thinking… and in particular expand the use of the math problem solving template developed at a workshop earlier this year. It is the typical stream of ideas(create a diagram, list ideas, act it out, etc) , but keep it more student developed and adaptable for ownership. Students need to be able to continually apply the problem solving techniques they know are available to them. I feel like they need constant reminders of known techniques. This seems to be a struggle across levels. So, yes I would like to try to help students develop a problem solving habit of mind!**                                    **Signature: Date:** |