

Teacher: Mr. Elie Tcheimegni

Observer: Nathaniel Laney

Purpose: First Observation (Final)

Domain 1 - Planning and Preparation Component 1c - Establishing Instructional Outcomes

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Value and Sequence</i>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline nor a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning.	<u>All outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning both in the discipline and related disciplines.</u>
Evidence: • Cadets will be able to identify and solve adjacent, corresponding, vertical, alternate interior/exterior & complementary/supplemental angles problems in order to describe angles formed in real-world connection and solve real life problems related to angles using a variety of tools.				
<i>Clarity</i>	Outcomes are either not clear or are stated as not as student learning but as activities. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear, or consist of a combination of outcomes and activities. Some outcomes permit viable methods of assessment.	Most of the outcomes are clear, but may include a few activities. Most suggest viable methods of assessment.	<u>All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.</u>
Evidence: • Cadets will be able to identify and solve adjacent, corresponding, vertical, alternate interior/exterior & complementary/supplemental angles problems in order to describe angles formed in real-world connection and solve real life problems related to angles using a variety of tools.				
<i>Balance</i>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	<u>Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.</u>
Evidence: • Cadets will be able to identify and solve adjacent, corresponding, vertical, alternate interior/exterior & complementary/supplemental angles problems in order to describe angles formed in real-world connection and solve real life problems related to angles using a variety of tools.				
<i>Suitability for Diverse Learners</i>	Outcomes are not suitable for the class, or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class, and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	<u>Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.</u>



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<p>Evidence: • Cadets will be able to identify and solve adjacent, corresponding, vertical, alternate interior/exterior & complementary/supplemental angles problems in order to describe angles formed in real-world connection and solve real life problems related to angles using a variety of tools.</p> <ul style="list-style-type: none">• Student selection of warm-up; grouping – based upon student previous grade (leader – mastery of concept, reporter – based upon the way a student always writes down something correctly, police officer – based upon their positive behavior in class.• Students will complete worksheet “3-2-1 Summarizing” at the end of the lesson to summarize what they have learned. (post-observation)• Use of calculator for students with 504 plan. (post observation conference)				



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Domain 1 - Planning and Preparation Component 1e - Designing Coherent Instruction

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Learning Activities</i>	Learning activities are not suitable to students or to instructional purposes, and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, and with some differentiation for different groups of students.	<u>Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity, and are differentiated, as appropriate, for individual learners.</u>
Evidence: • Warm-up – students will complete the warm-up of their choice; teacher will review the learning intentions and success criteria; one student will present each choice of a warm up • Explanatory – Teacher will explain when two parallel are cut by a transversal and relate it to the previous concept of vertical and supplementary angles. • Individual/group work – individual work to complete exercises in the packet, utilize questioning techniques, group work – Exercises IV, V, XIV, Individual – pg. 118 &119 • Extension – students will be given a worksheet to demonstrate their understanding of angles formed by parallel lines cut by a transversal • Exit ticket - worksheet				
<i>Instructional Materials and Resources</i>	Materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	<u>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.</u>
Evidence: • Textbook – complete assignments, website: www.PHSchool.com, United Streaming video, rulers, pencils, worksheets, computer, LCD projector, document camera				
<i>Instructional Groups</i>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	<u>Instructional groups are varied as appropriate to the students and the different instructional outcomes.</u>	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Evidence: • One on one interaction, Class room discussion, collaborative student work.				



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Domain 1 - Planning and Preparation Component 1e - Designing Coherent Instruction

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Lesson and Unit Structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	<u>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.</u>

Evidence: • Warm-up (10 mins) - engage students
 • Introductory/Developmental (10 min) – Introduce/model new skills
 • Guided practice (25 min) – Students utilize new skills or concepts
 • Independent Activities (35 min) – extension and refinement activities
 • Assessment (10 min) – Measure of student mastery



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Domain 2 - The Classroom Environment Component 2b - Establishing a Culture for Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Importance of the Content</i>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	<u>Students demonstrate through their active participation, curiosity, and taking initiative that they value the content's importance.</u>
Evidence: • 10:42 – teacher reads the objective, agenda, essential question, enduring questions, and criteria of success. • Observer asked student does the teacher read the board everyday. S: He never reads from the board. Normally we work on our own. (Teacher states he reads from the board everyday) • 10:52 – students were directed to page 4 and given 5 minutes to complete. • Teacher assigned another set of problems and gave students 5 minutes. • 11:00 – Teacher gave directions for the group work assignment and explained the roles. • 11:05 T: I will be walking around to give bonus points for students explaining to someone else.				
<i>Expectations for Learning and Achievement</i>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	<u>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.</u>
Evidence: • A student was at the front of the classroom completing a problem. The teacher was standing at the back guiding the student. Student completed the problem. T: give her a clap. Very good • T: If you get it so far, give me a thumbs up. A student who does not respond the teacher ask did they get it • T: If you got 7 raise your thumb. • While the students were working, the teacher distributed chart paper. On the chart paper, student names were written and roles were assigned.				
<i>Student Pride in Work</i>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	<u>Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.</u>	Students demonstrate attention to detail and take obvious pride in their work initiating improvements in it by, for example, revising drafts on their own, or helping peers.
Evidence: • T: What kind of angle is this? What type of angle is this? S: Consecutive interior. T: I never taught this one before. Give me high five. • Examples of student work are posted but are stacked on top one another and stapled to the bulletin board. • T: Antwon can you explain to her? S: You have to solve the problems on the page and record the answers on the chart paper with the rest of the group.				



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Domain 2 - The Classroom Environment Component 2d - Managing Student Behavior

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Expectations</i>	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, and most students seem to understand them.	<u>Standards of conduct are clear to all students.</u>	Standards of conduct are clear to all students and appear to have been developed with student participation.
Evidence: • Student shouted an answer. T: Someone with their hand raised.				
<i>Monitoring of Student Behavior</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	<u>Teacher is alert to student behavior at all times.</u>	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Evidence: • Teacher was passing out handouts. T: Where is your ID? S: Shrugs shoulders. T: It is important for you to have your student ID. (Teacher states he checks ID at the beginning of class each day – Post observation conference) • 11:04 – the teacher circulated to each group to make sure students were focused on topic.				
<i>Response to Student Misbehavior</i>	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 infractions of the rules are minor.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	<u>Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.</u>
Evidence: • Student shouted an answer. T: Someone with their hand raised.				



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Domain 3 - Instruction Component 3b - Using Questioning and Discussion Techniques

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Quality of Questions</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	<u>Most of teacher's questions are of high quality. Adequate time is provided for students to respond.</u>	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Evidence: • What kind of angle is this? • T: Who is going to tell me what this is? • T: Is on the top of the line or on the bottom? • Essential questions were reviewed at the end of the lesson. (post observation conference) • How are different types of angles related to real-life, What are characteristics of vertical, complementary, supplementary, and adjacent angles?, How can you measure segments and angles?, What are basic classifications of angles?, How can you apply Geometry in architecture? How can you apply Geometry in astronomy?, How can geometric properties be used to prove relationships between the angles and sides of geometric figures? • Teacher states students asked questions throughout the lesson (post observation conference)				
<i>Discussion Techniques</i>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	<u>Teacher creates a genuine discussion among students, stepping aside when appropriate.</u>	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Evidence: • T: Who is going to tell me what this is? • While the students were working, the teacher distributed chart paper. On the chart paper, student names were written and roles were assigned. • T: If you get it so far, give me a thumbs up. A student who doesn't raised their thumb is asked by the teacher "did they get it?" Student nods. • T: Antwon can you explain to her?				
<i>Student Participation</i>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	<u>Students themselves ensure that all voices are heard in the discussion.</u>
Evidence: • T: What type of angle is this Gotay. S: Alternate interior. T: Give me high five. • S: Mr. Tcheimegni may I do this problem at the board? T: Go ahead. • While the students were working, the teacher distributed chart paper. On the chart paper, student names were written and roles were assigned.				



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Domain 3 - Instruction Component 3c - Engaging Student in Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Activities and Assignments</i>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	<u>Most activities and assignments are appropriate to students, and almost all students are cognitively engaged.</u>	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Evidence: • Teacher guided – demonstrates how students may find the measure of angles using alternate interior and exterior angles. • Student practice – students worked from the work packets individually. • Group work – students were assigned roles in order to complete assigned problems individually, share with group members and create a display of their answers.				
<i>Grouping of Students</i>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	<u>Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.</u>	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Evidence: • While the students were working, the teacher distributed chart paper. On the chart paper, student names were written and roles were assigned. • T: Stand and face your chairs to the back to make your groups. • Teacher circulated to each group and directed them to turn and face each other.				
<i>Instructional Materials and Resources</i>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	<u>Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.</u>
Evidence: • Work Packet – to complete assigned problems. Document camera – to demonstrate how to solve problems. Chalkboard – to demonstrate how to solve problems. Chart paper – for groups to record their responses. • Warm-up (worksheet) students were allowed to select the problem they wanted to complete.				
<i>Structure and Pacing</i>	The lesson has no clearly defined structure, or the pace 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.	<u>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.</u>	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.



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Domain 3 - Instruction Component 3c - Engaging Student in Learning

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<p>Evidence: • 10:42 – teacher reads the objective, agenda, essential question, enduring questions, and criteria of success. • 10:44 – teacher refers to the students to their packet and moves to the front of the classroom. • 10:52 – students were directed to page 4 and given 5 minutes to complete. • 11:00 – Teacher gave directions for the group work assignment and explained the roles. • 11:04 – the teacher circulated to each group to make sure students were focused on topic. • 11:11 – teacher distributed markers to complete the assignment on chart paper.</p>				



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Domain 4 - Professional Responsibilities Component 4a - Reflecting on Teaching

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Accuracy</i>	Teacher does not know whether a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the success to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the success to which it achieved its instructional goals and can cite general references to support the judgment.	<u>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strengths of each.</u>
<p>Evidence: • Students worked together in small groups applying different strategies, students explained their work to each other, asked questions of each other to solve the pattern, and were able to explain their thinking and problem solving methods. • Teacher believes discussion, collaborative group work, and completion went well. Teacher states students understood the concept of properties and angles relationship when dealing with parallel lines. Believes more students have issue with algebra concepts and solving basic equations. Teacher will place more emphasis on in solving problems related to parallel lines and transversal involving variables.</p>				
<i>Use in Future Teaching</i>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	<u>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different approaches.</u>
<p>Evidence: • Rearrange the seats into groups, consider ways to extend the study of parallel lines cut by a transversal, incorporate "Think-Pair-Share" strategy to incorporate more think time, announce a discussion topic or problem to solve and give them time to think of their own answer, use jigsaw technique building groups of experts to reach all level of students.</p>				



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Domain 4 - Professional Responsibilities Component 4c - Communicating with Families

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Information About the Instructional Program</i>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for parent communication, but offers little additional information.	<u>Teacher provides frequent information to families, as appropriate, about the instructional program.</u>	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Evidence: • Back to school night, parent teacher conference night, parent contact log, email, SchoolMax database				
<i>Information About Individual Students</i>	Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms.	<u>Teacher communicates with parents about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to parent concerns.</u>	Teacher provides information to parents frequently on student progress, with students contributing to the design of the system. Response to parent concerns is handled with great professional and cultural sensitivity.
Evidence: • Back to school night, parent teacher conference night, parent contact log, email, SchoolMax database				
<i>Engagement of Families in the Instructional Program</i>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	<u>Teacher's efforts to engage families in the instructional program are frequent and successful.</u>	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
Evidence: • Back to school night, parent teacher conference night, parent contact log, email, SchoolMax database				

