

**Teacher:** Mr. Elie Tcheimegni

**Observer:** Nathaniel Laney

**Purpose:** Second Observation (Draft)

**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 rotate an object on the coordinate plan, identify and dilate a shape on the coordinate plane, solve problems involving transformations in order to solve real world problems, and identify types of symmetry in real life objects. Plan also includes state standards, essential questions, enduring understanding, vocabulary, and materials.				
<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 rotate an object on the coordinate plan, identify and dilate a shape on the coordinate plane, solve problems involving transformations in order to solve real world problems, and identify types of symmetry in real life objects. Plan includes a warm-up with students being given the option of selecting the problems to solve. Formative assessment will be conducted through 10 different methods. The summative assessment will be two activities - exit card and check understanding.				
<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.	<u>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.
Evidence: Plan includes students working individually completing the warm-up, working in groups to complete selected problems, explaining their solutions to each other, and completion of exit ticket.				
<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.	<u>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.



**Descriptors of Practice, Element Level** - Evidence collection form

**Date:** Monday, March 19, 2012

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Evidence: Cadets will be able to identify and rotate an object on the coordinate plan, identify and dilate a shape on the coordinate plane, solve problems involving transformations in order to solve real world problems, and identify types of symmetry in real life objects.				



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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>
<p>Evidence: Warm-up students will select one of their choice from the worksheet.                      Introductory - presentation of problems, learning expectations, criteria of success, review transformation properties and solve problems from worksheet, review of concepts using warm-ups 1 and 11.                      Group work - students will work in groups to complete 2 problems of their choice, students will present their solutions to their peers.                      Students will complete their exit card.                      Formative assessments will be utilized - questioning by the students, students presenting their learning to class, students will write to explain their learning, interaction with students, assessment of learning through thumbs up/down, dip sticking.                      Summative Assessment - Teacher will assist students in completing "Check Understanding"</p>				
<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.	<u>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.
<p>Evidence: Worksheets, protractor, ruler, patty paper, , Mira Optional - dynamic geometry software.</p>				
<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.	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.</u>



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

Element	Unsatisfactory	Basic	Proficient	Distinguished
Evidence: Strategies or flipped classroom model the teacher will be used to reach all students - collaborative student work. Students will chose their own groups.				
<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 - Students will select the warm up of their choice from worksheet. Introductory Activity - Teacher will present problems and directions, learning expectations, explain the problem, directions, and expectations of learning. Guided practice - Students will work in groups of their choice to complete 2 problems. Independent practice - Students will continue to work in groups to complete an exit card independently. Formative assessment - circulate and review work, questioning of students, students will present their learning to their class, students will write to explain their learning and specific learning strategies, assessment of learning through thumbs up/down or dip sticking Summative assessment - teacher assist students in completing "Check Understanding Closure - Teachers and students review objective and recheck for comprehension.				



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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: Teacher is at the front of the classroom explaining dilation. T: to zoom is dilation. That is good. S: May I have a ruler? Student work is posted with a grade written on it. S: Mr Tchemengni, I can't do that. T: Lets go to number 2 on page 23. If it doesn't say clock wise then it is counter clock wise. T: You have to see my expectation – you have to draw clear, neat , and label. T: Lets try that one it is a little bit tricky... number 4 page 24. One student goes to another student to assist with solving the problem. Teacher writes the problems that students are able to select.				
<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.	<u>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.
Evidence: Objective, warm-up, classwork, group work and exit ticket are written on the board. Agenda is written on the board. T: You will complete number 3 on pg. 18. T: If you need a calculator, please raise your hand. T: You will not finish everything in the packet. If you do not finish, it will become your spring break packet. A student volunteered to go to the board. S: Do I have to explain it? T: Yes. Teacher writes the problems that students are able to select. T: While you are working I will place an exit ticket next to you. T: You have to see my expectation – you have to draw clear, neat , and label.				
<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.	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.</u>



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

Element	Unsatisfactory	Basic	Proficient	Distinguished
<p>Evidence: T: to zoom is dilation. That is good. S: May I have a ruler? Student begins to write the problem on the board. S2: No, there is no negative. S1: I am writing things down. S: Ok, I got it. T: Can you explain.? S: Student explains how he solved the problem. One student goes to another student to assist with solving the problem. S1: It's two zeroes. S2: yeah Teacher raised his hand and student gave the high five. 1 group refers to a student example posted on the side wall.</p>				



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

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<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: Standards of conduct are clear to all students.				
<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.	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.</u>
Evidence: T: Who is going to read the directions? Student is reading the directions but another student is talking. The student stops and waits for another student to finish talking.				
<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 behavior is entirely appropriate.				



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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: T: What is dilation? T: Who will come demonstrate a dilation? A student came to the front of the class and demonstrated dilation using the visualizer. S: Do you see counter clock wise and clockwise, there is no difference? T: What is the image that they give me?				
<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.	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.</u>
Evidence: Student begins to write the problem on the board. S2: No, there is no negative. S1: I am writing things down. The teacher assist another student while one student is at the board. S: Ok, I got it. T: Can you explain? S: Student explains how he solved the problem.				
<i>Student Participation</i>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	<u>Teacher successfully engages all students in the discussion.</u>	Students themselves ensure that all voices are heard in the discussion.
Evidence: A student came to the front of the class and demonstrated dilation using the visualizer. T: Time. Who is going to write at the board? 3 students volunteer. 1 is selected. T: If you got it put your thumb up – 7 students responded. T: Do you agree with him? 14 hands are raised.				





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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: T: Who will come demonstrate a dilation? 10:46 – students begin independent work. 11:07 T: You are to break into groups of 4 and select your own group. You will have to decide the roles. Students move their desk so that they are facing each other. Groups selected which problems to solve.				
<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.	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.</u>
Evidence: 11:07 T: You are to break into groups of 4 and select your own group. You will have to decide the roles. Students move their desk so that they are facing each other. S: Come on Jamal, you are in my group. Teacher circulates to observe groups while they work. There are a total of 5 groups - 3 groups of 5 and two groups of 4.				
<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: T: While you are working I will place an exit ticket next to you. Teacher distributes chart paper and markers to each group. Groups selected which problems to solve.				
<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.	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.</u>



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

Element	Unsatisfactory	Basic	Proficient	Distinguished
<p>Evidence: I entered the classroom @10:42 am - Teacher is at the front of the classroom explaining dilation. 10:46 – students begin independent work. 10:54 -Teacher set the timer. 11:07 T: You are to break into groups of 4 and select your own group. You will have to decide the roles. Students move their desk so that they are facing each other. 11:12 – Teacher sets the timer and announces that students have 20 minutes.</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>

Evidence: Yes, students were engaged cognitively. Students worked together in small groups trying different strategies to solve the problem symbolically, graphically, and numerically. Students explained their work to each other, asked questions to each other about rotating shape in a coordinate plan, to teacher, and were able to explain their thinking and problem solving methods.

I thought the lesson discussion, collaborative group work, and completion went well. It's was obvious base on formative assement and informal assessment that the students did get the concept of transformation mainly rotation and dilation .However, base on the exit card results, one or two students still have issue differentiating the rule and difference when rotating counterclockwise or clockwise, even how to find the scale factor of a dilation. This require some more practice in order to reach our 100% goal.

<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>
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Evidence: I would probably not change the activity, however I would consider ways to extend the study of rotation in a plane by having students develop their own problems. I could also incorporate Think-Pair-Share, basket speech strategy as integrating it would provide "think time" increases quality of student responses. Students become actively involved in thinking about the concepts presented in the lesson. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage. Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class. Finally, randomly I will call on a few students to SHARE their ideas using basket draw strategy with the class.

I could also use Jigsaw teaching technique model which consist of building groups of experts to reach all level of students.

Again, I was generally pleased with the math skills the students displayed, and also pleased with their small group / peer to peer interaction. I've worked with them to create a respectful classroom, and have tried to incorporate lesson components that require them to learn in a collaborative manner. I am seeing growth in their skills to work cooperatively.



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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				

