

Formal Observation Summary

Name: Andrew Androscopic
School: Meadville Area Senior High
Grade: 10

Evaluator: Kenneth Wolfarth
Date: Dec 12, 2013 7:46 AM EST
Shared: YES

This form should be initiated by the evaluator and shared with the teacher. The teacher will add any additional evidence in the Teacher Evidence sections in BLUE.

Date To Be Observed:

Summary of the Lesson:

U.S. Mexican War, describing what led to it and what lands the U.S. gained from it.

Evidence of Teaching

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

Distinguished	Proficient	Needs Improvement	Failing
The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.

Domain 1: Planning and Preparation

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

1b Demonstrating Knowledge of Students

Distinguished	Proficient	Needs Improvement	Failing
The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.

Domain 1: Planning and Preparation

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

1c Setting Instructional Outcomes

Distinguished	Proficient	Needs Improvement	Failing
Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.

Domain 1: Planning and Preparation

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

1d Demonstrating Knowledge of Resources

Distinguished	Proficient	Needs Improvement	Failing
The teacher seeks out resources in and beyond the school or district in professional organizations, educational technology resources, and in the community to enhance own knowledge, to use in teaching, and for students who need them.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.

Domain 1: Planning and Preparation

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

1e Designing Coherent Instruction

Distinguished	Proficient	Needs Improvement	Failing
The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.

Domain 1: Planning and Preparation

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

If Designing Student Assessments

Distinguished	Proficient	Needs Improvement	Failing
The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.

Domain 1: Planning and Preparation

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

Domain 1: Planning and Preparation Rating:

- D
 P
 NI
 F

Comments/Suggestions

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

Distinguished	Proficient	Needs Improvement	Failing
Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.

Domain 2: The Classroom Environment

Evaluator Evidence:

Students worked in groups of two or more, moved about the room getting needed supplies for them self and others. Mr. Androscopic checked in with students who had miss some class time, checking to see if they were comfortable with the expectations, and what guidance he could provide.

Teacher Evidence:

Students are comfortable to move at their own pace, with some students moving ahead as they illustrate mastery of content.

Evaluator Comments:

2b Establishing a Culture for Learning

Distinguished	Proficient	Needs Improvement	Failing
High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance- for example, by initiating improvements to their work.	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.

Domain 2: The Classroom Environment

Evaluator Evidence:

Students use each other to review work, and make suggestions. They also defer to Mr. Androscopic to provide guidance if they are on the correct path, and seek guidance to enhance there assignment.

Teacher Evidence:

Evaluator Comments:

2c Managing Classroom Procedures

Distinguished	Proficient	Needs Improvement	Failing
Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

Domain 2: The Classroom Environment

Evaluator Evidence:

Student entered the room and began working on the bell ringer, when it was time for students to start working on the learning menu, students first went and gathered all needed supplies, technology, or sheets needed.

Teacher Evidence:

Students have worked at their own pace on assignments of their choosing since the beginning of the year, and had ongoing practice with the flipped classroom system. They are comfortable with classroom procedures and expectations, knowledgeable in the layout of the room and are able to guide themselves often. They are also aware of the latitude they have in the learning environment, and position themselves in the proper conditions necessary to yield success.

Evaluator Comments:

2d Managing Student Behavior

Distinguished	Proficient	Needs Improvement	Failing
Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.

Domain 2: The Classroom Environment

Evaluator Evidence:

Mr. Androscopic continually circulated the room checking in with students. Student are aware of due dates, and self manage.

Teacher Evidence:

Evaluator Comments:

2e Organizing Physical Space

Distinguished	Proficient	Needs Improvement	Failing
The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.

Domain 2: The Classroom Environment

Evaluator Evidence:

The classroom is set up with two seating options for students. They are able to sit in groups of 4 or pairs. The classroom is set to allow Mr. Androscopic to freely move about the room, and access students easily.

Teacher Evidence:

Personal devices and laptops, as well as a classroom set of textbooks and copies of materials ensure that students have various resources to use for their success.

Evaluator Comments:

Domain 2: The Classroom Environment Rating

D

P

NI

F

Comments/Suggestions

Domain 3: Instruction

3a Communicating with Students

Distinguished	Proficient	Needs Improvement	Failing
Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.

Domain 3: Instruction

Evaluator Evidence:

The learning objectives for the class were clearly written on the board. The days agenda was posted below it. I asked three students what they were working on, when it was due, and what the goal was of the assignment. Students were all able to restate the due date and learning objective.

Teacher Evidence:

Evaluator Comments:

3b Using Questioning and Discussion Techniques

Distinguished	Proficient	Needs Improvement	Failing
Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.

Domain 3: Instruction

Evaluator Evidence:

Teacher Evidence:

Objectives are designed not to have students memorize content and repeat it on the test, but to analyze and use critical thinking skills to interpret history. As most of the content is available to students is available online almost anytime, anyplace, the goal of a history teacher cannot be to transmit information to be recited back. Instead, the goals should be to consider historic evidence from a number of resources, and make interpretations of the history and the political, economic, and social conditions of the United States. My goal is to craft objectives that will require this higher level thinking.

Evaluator Comments:

3c Engaging Students in Learning

Distinguished	Proficient	Needs Improvement	Failing
Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.

Domain 3: Instruction

Evaluator Evidence:

With bell ringer questions/ discussion 6 students participated. Three students were working on thier own in class, the rest were with a partner or group or three. One student was complete the work and using quizlet, for a review.

Teacher Evidence:

Evaluator Comments:

3d Using Assessment in Instruction

Distinguished	Proficient	Needs Improvement	Failing
Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.

Domain 3: Instruction

Evaluator Evidence:

Mr. Androscopic circulates the room, checking on group and student progress, provides guidance on how to enhance their answer. Students know not to ask for the direct answer for the question but rather to find out if they are on the right path.

Teacher Evidence:

Evaluator Comments:

3e Demonstrating Flexibility and Responsiveness

Distinguished	Proficient	Needs Improvement	Failing
The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.

Domain 3: Instruction

Evaluator Evidence:

Mr. Androscopic has created a learning menu for students to work from and the ability to work on their own or with others. Students have the ability to work ahead, as one student did and was not working on Quizlet for review.

Teacher Evidence:

When possible, as students work or struggle on assignments, I try to question them on critical thinking questions and use Socratic method to help students comprehend and engage in higher-level thinking.

Evaluator Comments:

Domain 3: Instruction Rating

- D
- P
- NI
- F

Comments/Suggestions

Domain 4: Professional Responsibilities

4a Reflecting on Teaching:

Distinguished	Proficient	Needs Improvement	Failing
The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.

Domain 4: Professional Responsibilities

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

4b Maintaining Accurate Records

Distinguished	Proficient	Needs Improvement	Failing
The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially.	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.

Domain 4: Professional Responsibilities

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

4c Communicating with Families

Distinguished	Proficient	Needs Improvement	Failing
The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.

Domain 4: Professional Responsibilities

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

4d Participating in a Professional Community

Distinguished	Proficient	Needs Improvement	Failing
The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.

Domain 4: Professional Responsibilities

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

4e Growing and Developing Professionally

Distinguished	Proficient	Needs Improvement	Failing
The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.

Domain 4: Professional Responsibilities

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

4f Showing Professionalism

Distinguished	Proficient	Needs Improvement	Failing
The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.

Domain 4: Professional Responsibilities

Evaluator Evidence:

Teacher Evidence:

Evaluator Comments:

Domain 4: Planning and Preparation Rating:

- D
- P
- NI
- F

Comments/Suggestions

Strengths of the Lesson

Areas for Growth

We have participated in a conversation on the above items.

Teacher's Signature

Andrew Androstic (signed by **Andrew Androstic** on 2013-12-17 22:16)

Evaluator's Signature

Kenneth Wolfarth (signed by **Kenneth Wolfarth** on 2013-12-16 09:29)