

Summary:

CT1 is a 10th grade English teacher at an area high school who was prepared in the Secondary English 7-12 program at IUP. CT1 was evaluated as “proficient” in all categories by her direct supervisor. CT1 demonstrated the following in her observation and provided evidence of these competencies throughout the reflection:

- Use of technology
- Rapport with students
- High levels of student participation and engagement
- Established routine and expectations
- Use of students’ backgrounds and learning needs to inform and differentiate instruction
- Use of a variety of assessments with clear criteria
- Timely and constructive feedback
- Participates in professional development, volunteers outside of the classroom, and supports students in their extracurriculars

Formal Observation Report

for [REDACTED]

Observation Type: Unannounced

Evaluator: [REDACTED]

District: [REDACTED]

Building: [REDACTED]

Key Dates:

Pre-Observation Conference: Not Scheduled

Classroom Observation: Not Scheduled

Post-Observation Conference: Not Scheduled

Authenticated (Teacher): Not yet authenticated

Authenticated (Supervisor): Not yet authenticated

Observation Summary

Strengths of the Teacher's Practice

- No Selection
- No Selection

No comments reported.

Areas for Growth in the Teacher's Practice

- No Selection
- No Selection

No comments reported.

Next Steps

No comments reported.

Detailed Observation Evidence

Domain 1 Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy

No Rating (Evaluator)

No Rating (Teacher)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

██████████ 1/5/2023 , Comments:

██████████ Area School District Senior High School

2022-2023 Teacher Observation

Teacher: ██████████ Co-Teacher: NA

Class: ELA Transition 10 Topic: *The Crucible, Act I*

Grade(s): 10 Room: 130

Date: 12-13-22 Period: 2

Prior to the beginning of class, you busily prepared classroom and technology resources for your ELA 10 Transition students. You greeted your period two students as they arrived at class engaging in conversation about school-related matters and personal well being. It is evident that you have developed positive rapport with your students and that they appreciate and respect the attention that you give to them. The students began to seat themselves to receive instruction from you.

At the beginning of class, you prompted your students to respond to a Ball Ringer writing exercise, "Do you like hot chocolate with marshmallows or without?" The students freely offered aloud their opinions as they completed the exercise. The size and freshness of the marshmallows was of particular interest of the students. Follow-up discussion or rationale for the prompt did not occur, however, the students seemed to be very acquainted with the warm-up exercise.

Next, you directed students to open their class texts to continue learning about *The Crucible, Act I*, as found on page 1111 of the text. All students complied with our direction as you previewed learning activities of the upcoming week.

You began a review of learned information about *The Crucible*. Students provided information about characters of the story. You praised their effort and questions that they asked. Also, you helped students to understand the difference between regular and italicized font in the play regarding character lines and stage directions.

You reviewed previous lesson information about the story with particular emphasis on the vocabulary term, "Psalm," and the way in which it related to the content and context of the story. Additional information was discussed about Rebecca Nurse. Different students provided responses to your inquiries about the character and story. All students had the opportunity to respond aloud to your questions. *Though, some type of Formative Assessment that yields data-driven results to evaluate the level of understanding of your students could prove to be helpful in determining the level of growth attained according to identified skills.*

You began the lesson with a brief review of learned information to segue into playing an audio recording of the selected text of *The Crucible*. The students followed along with the narrator. The students demonstrate familiarity with this procedure as an established learning activity in your classroom. You paused the audio recording to highlight the phrase, "Person of interest." Students provided examples for discussion and understanding.

You framed points of interest/highlights of the story and foreshadowed content in a constructivist manner. Your explanations helped students to follow along with the audio recording. *Please be mindful of students who choose to lay their heads on their desks. Be sure to remind them about the valuable information and learning that they might be missing.*

You continued playing the audio recording for the students. The students remained on task following along in their texts. You stopped the recording to reiterate student recollections of Reverend Kale. The students offered different information and insights with which you related Reverend Kale to Rebecca Nurse.

A student enthusiastically asked you if Rebecca Nurse was a witch. The students continued to demonstrate a heightened interest in the topic and pleaded with you to tell them. You praised student attention to the story and their best guesstimates about characters in the story. *Perhaps, this would be a good time for students to hypothesize the outcome of the story if the character is deemed to be a witch.*

You continued to describe important elements of the story and character aspects that segued into the next audio selection. The students continued to follow along with their class texts.

You paused the recording to focus on anticipated interactions between the characters. You spent time distinguishing between characters and their different roles in the story. You stated that doing so would help reduce confusion by focusing on character feelings toward each other.

You continued the audio recording while defining vocabulary like, "Aroused," within the context of the story. The students continued to follow along in their texts. You pause the recording to provide more relevant information about characters in the story, including discussion about pound and dollar equivalencies, as well as character wants/needs. Your students asked relevant questions and provided their thoughts and opinions without any prompting for you. *Students showed familiarity with classroom expectations to participate in discussion. It is evident that Your students feel comfortable and safe in your classroom to express themselves accordingly.*

Prior to restarting the audio recording, you foreshadowed concepts/elements of the next audio selection. The students remained attentive to follow along in their texts.

You stopped the recording for students to interpret terminology, "Factions and Party," as the concepts related to the politics of the time for the community. You further interpreted the text for students and reviewed additional character attributes including physical traits of the character, Giles.

The students showed keen interest in the opportunity to speak up about the prospect of Giles' wife being a witch. You ignored their pleas again to reveal the truth about the character. Instead, you encouraged students to stay tuned to discover any secrets about the character.

You resumed playing the recording until you stopped it for students to identify specifically about what were the characters arguing - property lines. Joey offered a response to your question, attempting to read relevant passages with some difficulty. You praised his effort and asked the class additional questions about the property issue inasmuch as it related to the concept of greed.

You concluded the audio recording activity. You continued to provide explanations about character attributes. Students asked more questions about the characters who might have been witches. You refocused student attention on character feelings about each other. Emphasis was placed on Reverend Kale.

Toward the end of class, you briefly previewed objectives/activities of the next school day. Additionally, you provided a brief preview of upcoming learning activities for the week.

You asked the students, "What is one big thing that we learned today?" Students provided aloud different responses including predictions. Student interest in the story seemed to increase. *Perhaps, the question could have served as an Exit Ticket for which students responded in writing their ideas. Such Formative Assessment could provide you with additional understanding about the acquired levels of learning by students.*

Students arose from their seats without any prompt from you. Students conversed with each other about many different topics. The bell rang as you tried to solicit student opinions about the characters in the story. *Please be mindful of students who mill around the classroom prior to the dismissal bell ringing. Such downtime can provide opportunities for students to engage in off-task behavior.*

Students collected their belongings to leave the classroom. You bid your students to have a good day. Students responded in kind to you. *Such interactions show a high level of respect for you as their teacher.*

Ms. [REDACTED]

You provided your ELA 10 Transitions students a well-structured, organized, and information-rich, teacher-centered lesson. The students were made aware of the lesson objectives and provided support by you to help students to work toward attaining desired learning outcomes.

Your students were very enthused to participate in the lesson. They were engaged with the content and shared relevant questions. It is evident that you have fostered a positive and safe environment for learning. As noted and discussed at the end of the observation, Joey volunteered to read aloud information from the text despite having difficulty doing so. Such positive risk taking by him to read aloud in front of his peers is a real testament to his comfort level in the classroom as established and promoted by you.

Continue to cultivate the very positive and productive relationships that you form with your students. They will remember you as their teacher who made a real difference in their learning and how you made them feel about their learning in your classroom.

1b. Demonstrating Knowledge of Students

■ Proficient (Evaluator)

■ Proficient (Teacher)

Rubric Rating Evidence

[REDACTED] 2/20/2023 , Comments:

- The teacher demonstrates a thorough knowledge of the cultural background and learning needs of student groups.
 - Before classes began at the beginning of the year, I took the time to look through my PowerSchool rosters. For each class, I made sure to look thoroughly at IEPs, 504s, MTSS models, “Best Practices,” “Parent Alerts,” “Medical Alerts” and “Discipline Alerts.” By fielding these notes on PowerSchool, I had a stronger idea of my students’ backgrounds and how that can modify and impact their learning. I do a similar thing whenever I know I am getting a new student in my class. As soon as their PowerSchool information is entered, I look to see if there is any information that may be beneficial for me.
- The teacher uses a variety of assessments to determine students’ skill levels and social-emotional competencies and designs instruction accordingly, aligning lessons to individual student needs and interests.

- When designing instruction for both my transition and academic courses, I take into consideration student ability level first. For example, I am currently working to begin a short story mini-unit where we will be examining 4-5 different short stories and will focus on different literary skills (characterization, theme, conflict, etc.) for each one. I am selecting different stories for my transition classes than I am for my academic classes because of student ability level. The skills will be taught in different ways using different teaching methods, but the same skills will still be taught.
- The understanding of social-emotional competencies is something I wish to include more in my classroom. While I already encourage students to advocate for themselves in many ways (ex. Seat change to see the board better, electronic copies of work to get caught up on missed assignments, etc.), I also want to include different aspects of social-emotional competencies into my room. For example, I may have students complete a lesson or small series of lessons that encourage them to “establish and pursue goals or post-secondary education, employment, and living within the community.”

██████████ 2/16/2023 , Comments:

Please review the [social-emotional competencies](#) information, grades 9-12, to explain and evidence how you promote the concepts in your classroom.

Pre-observation Questionnaire Evidence

██████████ 10/3/2022 , Comments:

1c. Selecting Instructional Outcomes

No Rating (Evaluator)

No Rating (Teacher)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

██████████ 10/3/2022 , Comments:

1d. Demonstrating Knowledge of Resources

No Rating (Evaluator)

No Rating (Teacher)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

██████████ 10/3/2022 , Comments:

1e. Designing Coherent Instruction

■ Proficient (Evaluator)

■ Proficient (Teacher)

Rubric Rating Evidence

2/13/2023 , Comments:

- The teacher designs instruction in the current instructional setting to include more than one mode of delivery, relying on prepared curriculum and learning tools.
 - When I am designing instruction, I try to utilize a variety of tools. For example, I utilize the following electronic tools: Google Classroom, Edpuzzle, CommonLit, Newsela, Kahoot, and more. However, I also utilize paper and pencil assignments and tasks as well. I have noticed that some of my students really prefer to work with paper and pencil, so I try to include that as often as I can while still integrating technology. I also try to provide students with the option between paper and technology when I can. This is another way I can offer choice in my classroom. For example, today we are completing an online activity, but students have the chance to complete a paper graphic organizer first before “plugging in” their information to the online activity.
- The teacher transitions effectively between modes of delivery, differentiating instruction to accommodate student groups with some opportunity for student interaction.
 - I also utilize different modes of instruction, such as group work, independent work, partner work, whole class discussions, student-teacher interactions, one-on-one conferences, and more. I like to provide different modes of instruction for students because I feel that not all students learn the same. By offering different modes of instruction, I am providing all students a chance to learn their best. For example, when we completed our unit on *The Crucible*, students completed a variety of paper activities (study guides, theme practice, conflict practice, etc.) while also completing tasks online (final Crucible playlist project - Google Slides).
- Learning activities provide opportunities for higher-level thinking using a variety of appropriately challenging materials and resources.
 - Every 2-3 weeks, students complete an “Article of the Week” / Constructed Response assignment to help prepare them for the Literature keystone they will take this spring. These articles relate to different topics we are discussing in class; this allows students to extend their thinking of a topic beyond the classroom. For each assignment, students have a prompt they must answer where they pull content from the article to support their answer.
- Instructional groups are well organized to support objectives.
 - While I do not put students into specific groups often, I have my classroom set up with tables, and students were strategically placed at their tables. I have students placed together based on ability level as well as social comfort. For example, I have some students that are very quiet, but I have them seated next to a student who is more outgoing, which has assisted the quieter students to participate more in collaborative activities. Additionally, students are able to assist others with staying on task or answering simple questions before needing my guidance.
- The plan for the lesson or unit is well structured, with reasonable time allocations.
 - Anytime I plan a lesson, I always plan “buffer time.” This buffer time is roughly only 5 minutes, but it allows for smoother transitions, especially if I am using a few different materials. For example, if I am having

students complete an activity on paper and then transfer to Chromebooks, this buffer time allows for students to dig out Chromebooks, turn them on, and log in. Additionally, at the beginning of every class, I have a daily agenda slide on the board that shows students what our activities are for the day. Then, I verbally walk students through our plan for class.

Pre-observation Questionnaire Evidence

██████████ 10/3/2022 , Comments:

1f. Designing Student Assessments

█ Proficient (Evaluator)

█ Proficient (Teacher)

Rubric Rating Evidence

██████████ 2/14/2023 , Comments:

- All learning outcomes have a method for assessment, which may include a non-traditional test design; plans indicate modified assessments for some students, as appropriate.
 - I do not “test” very often in my room. Instead, students are assessed on a variety of factors. For example, we will practice skills (ex. conflict) in class and most times they have a worksheet to complete as we work. Then, students turn in the worksheet and I review their work, looking at both completion and correctness. Additionally, at the end of a larger unit (ex. *The Crucible*), students did have a short test, but their main assessment was a playlist project. Through this project, students were able to demonstrate an understanding of different skills and the play we read.
- Assessment criteria are clearly written and assessment types match learning expectations.
 - Any time students are provided a grade for something completed in class, the criteria and expectations are clearly stated. For example, when we are completing in-class activities, I will tell students if their paper is graded on correctness, completion, and/or both. Additionally, when students have a larger assignment (ex. a paper or a project), they are provided with a rubric that breaks down where each point will be earned. This leaves no surprise when it comes to grading.
- Plans include the use of fully-developed assessments during instruction.
 - When teaching, I tend to use formative assessments frequently. I like formative assessments because it allows me to check for student understanding before I continue on to the next task. Additionally, I will ask students to repeat back to me the tasks they are to complete to ensure they understood and were paying attention. One thing I want to get better at is incorporating exit tickets into my lessons to assess students.
- Lesson plans indicate possible adjustments based on formative assessment data.
 - I have not taught a single lesson how I intended for it to go. I am constantly tweaking things and modifying my lessons as I go because of student feedback during formative assessments. For example, I may pause and ask students how they are feeling about what we are doing, and based on their response, I will either continue exactly how we were, or I may make modifications.

Pre-observation Questionnaire Evidence

██████████ 10/3/2022 , Comments:

Domain 2 The Classroom Environment

2a. Creating a Climate of Respect and Rapport

■ Proficient (Evaluator)

■ Proficient (Teacher)

Rubric Rating Evidence

2/20/2023 , Comments:

- The teacher's interactions with students demonstrate knowledge of and sensitivity to most student needs, modeling a respectful tone in words and actions.
 - At the beginning of class most days, I "check-in" with students to see how they are feeling and how they are doing. Sometimes my students need a moment to decompress from other classes or tests, so I give them the opportunity to do so. Additionally, I have noticed the tone that I use when addressing students dramatically impacts them. I try my best to keep a soft, calming tone because students respond to it better, but I will be firmer if needed.
- The teacher's interactions with students demonstrate an understanding of social-emotional competencies.
 - At the beginning of the year, my first goal was to learn the name of each student as quickly as possible. From here, I made sure to have students complete a "beginning of the year" survey that asked basic questions about them (interests, dislikes, any concerns they have, etc.). This helped me to form positive connections and relationships with students from the beginning of the year, which has helped me tremendously. We set goals together as a class and I appreciate student input on assignments and activities.
 - One thing I try to do in my classroom is encouraging pro-social relationships that support all members of the classroom. For example, I try to keep all interactions positive, and if they are not, I try to turn the interaction into a positive lesson. I want students to be learning in my room, and not just ELA content. I want them to learn how to be a better person and that their actions, no matter what the initial intent was, always have consequences.
- Students interact with each other appropriately and respectfully using positive interactions in conversation and responses.
 - I made it very clear in my classroom from day one that there would be no room for disrespect or hurtful talk. If I notice language that I feel is not appropriate, I ask the student(s) to take a moment to think through their thoughts and then use appropriate language when they are ready to express their feelings. I also encourage students to think positively about themselves when they start to think negatively about themselves.

2/16/2023 , Comments:

Please review the [social-emotional competencies](#) information, grades 9-12, to explain and evidence how you promote the concepts in your classroom.

Classroom Observation Evidence

10/3/2022 , Comments:

2b. Creating a Culture for Learning

Proficient (Evaluator)

Proficient (Teacher)

Rubric Rating Evidence

2/15/2023 , Comments:

- The teacher communicates the importance of learning and the assurance that with hard work all students can be successful.
 - Anytime a student asks why they have to complete a task, I explain the “why” behind it. For example, today students are completing some independent work/research on background information for our next unit and I was asked why they are learning about history in an English class. I explained that the events that happened during different periods heavily influenced the literature written during that time. So, in order to fully understand the author’s intent, we need to learn what happened in time to cause this literature to be written. I also try my best to encourage students to try their hardest with all of their work and give constant support and guidance.
- The teacher demonstrates a high regard for student abilities.
 - I am constantly adapting and changing class content depending on student ability and needs. One example of this is an activity we are doing this week. I provided students with a structured and scaffolded independent activity that allows them to move at their own pace. I can see who is taking more time than expected and who is finishing faster than expected. This allows me to be mindful of how much time to allocate for different activities and assignments for students.
- The teacher conveys an expectation of high levels of student effort.
 - I established at the beginning of the year that I have high expectations for students, especially when it comes to their work in class. I try to provide an example for assignments/projects for students so they can see what my expectations are for them. If this is not possible, I make sure to highlight the key components that I will be looking for when I am grading them. I often do this using a detailed rubric.
- The teacher encourages students to take initiative in completing work of high quality.
 - I am always encouraging my students to work as hard as they can for not only my class but for other classes as well. I have set the expectation high for what I expect when it comes to work, so students know what I am asking of them. For example, students will ask me to review something for them while they are working and I know that student is capable of doing more, so I tell them that. I don’t let my students “sell themselves short” because I know they are worth and capable of so much more.

Classroom Observation Evidence

10/3/2022 , Comments:

2c. Managing Classroom Procedures

No Rating (Evaluator)

No Rating (Teacher)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

██████████ 10/3/2022 , Comments:

2d. Managing Student Behavior

No Rating (Evaluator)

No Rating (Teacher)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

██████████ 10/3/2022 , Comments:

2e. Organizing the Physical Space

■ Proficient (Evaluator)

■ Proficient (Teacher)

Rubric Rating Evidence

██████████ 2/15/2023 , Comments:

- The physical and virtual environments are safe; expectations for student behavior are defined and posted.
 - I have been told by multiple different students during the course of the year that they feel safe, comfortable, and heard in my room. The layout of the classroom has not changed, and neither has our routine. Additionally, student behavior expectations are posted on google classroom and we have reviewed them together as a class. Also, google classroom is organized in a way that students know exactly where to look for certain assignments/class materials.
- The learning environments are accessible and arranged to accommodate students, as necessary, supporting the instructional goals and learning activities.
 - I have my classroom arranged where student desks are in “pods” of 4-5 desks. I like this layout for my classroom because it works well when students are working independently, in pairs, or in small groups. I also have students seated together so there are at least 2 people per table.
- The teacher proactively investigates student needs and designs the space to engage and accommodate various learning profiles.
 - There have been times this school year when I have had to move a few students to different areas of the classroom because of various reasons. For example, I had a student at the beginning of the year that was hard of hearing, so we worked together to determine the best seat for her where she was both comfortable

and productive. I also had to move a student because of a broken leg; I moved her seat to a desk that was closest to the door, allowing for easier access in and out of the classroom.

- The teacher directs students when and how to access and use tools/resources for engagement and high-level learning.
 - At the beginning of the year, I established to students that google classroom would be set up in “weeks.” This means that each week, there would be a new classwork topic with the dates for that week (ex. 2/13 - 2/16). Anything we are to complete and/or work on that week will be posted there. This makes it easy for students to access materials when they are absent as well. Additionally, I allow for flexible seating in my room when possible, so I have a few clipboards available to students if they need them for completing assignments on paper and they wish to sit on the floor.
- The teacher makes appropriate use of available technology to support productivity and efficiency.
 - I am roughly 50/50 when it comes to technology vs. paper. We complete some assignments on paper and some on google classroom/tech. When we do use tech, I incorporate Edpuzzle, Commonlit, Newsela, Kami, Kahoot, and more into my lessons. Additionally, I have headphones available for students to use if they would like to while working independently.

Classroom Observation Evidence

██████████ 10/3/2022 , Comments:

Domain 3 Instruction

3a. Communicating with Students

█ Proficient (Evaluator)

█ Proficient (Teacher)

Rubric Rating Evidence

██████████ 2/15/2023 , Comments:

- The teacher clearly states the learning objectives, employing sound instructional strategies.
 - Every day at the beginning of class, I have a “daily slide” on my board when students come in. On this slide, I have listed the assignments students have that are due and the agenda for the day. Often times I explain to students why we are completing the tasks that we are because there is always a “why.” I scaffold a lot of material as well, and that seems to help.
- The teacher clearly explains content, answers questions, and offers vocabulary and skill supplements to help with student understanding.
 - Whenever I am introducing a new skill or elaborating on a skill we have been working on, I take time to pause for questions and to allow students to provide feedback, telling me how they feel about what we are discussing. For example, in class today I was explaining a series of activities that I wanted students to work on, but they had to be completed in a specific order. After I explained each activity, I paused to ask if students had any questions about that particular activity before I moved on. Then, at the end, I asked students to repeat back to me the order they were to complete assignments. This allows me to check to see if students understood and/or heard the information I was relaying to them.

- The teacher's vocabulary and usage are appropriate and well suited to the lesson, with differentiation for student groups and some connection to authentic learning.
 - I notice that I frequently change and adapt my vocabulary depending on the student(s) that I am talking to. For example, when I am working individually with some of my ESL students, I tend to use simpler vocabulary mixed with short and to-the-point sentences. This allows them to follow me easier. I also try to use references to pop culture that all students would understand when I am explaining ideas or topics. I have noticed this helps to keep student attention/interest but also makes encourages them to connect ideas.

Classroom Observation Evidence

██████████ 10/3/2022 , Comments:

3b. Using Questioning and Discussion Techniques

No Rating (Evaluator)

No Rating (Teacher)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

██████████ 10/3/2022 , Comments:

3c.Engaging Students in Learning

█ Proficient (Evaluator)

█ Proficient (Teacher)

Rubric Rating Evidence

██████████ 2/20/2023 , Comments:

- Most students actively participate in learning, characterized by collaboration and intellectual engagement.
 - Sometimes I struggle to get students engaged in their learning, but I know that will be a struggle every now and then that I have to overcome. One strategy I have been trying to include different modes and styles of instruction that may be of interest to different students. Not every student learns the same, so by providing different opportunities to learn, I can (hopefully) reach every student at some point. For example, we just completed a week-long mini-unit on a short story. The classwork for this short story was entirely self-paced, meaning I provided students with the information and some guidance, but it was up to the students individually to determine how fast or slow they completed the work. This worked for some students while it did not work well for others. Our next short story will focus on in-class work that we do together as a group, so this will be beneficial for students who need more structure. By changing the pace of instruction like this, I am allowing students to learn how they like to learn and it also changes the pace of the class.

- Learning tasks provide for multiple correct responses or approaches and/or require higher-order thinking.
 - I often have students complete Constructed Response assignments where they are to read an article, annotate it, and then write a response to the article. This is an assignment that is to help prepare students for the Keystone exam. When students are writing their responses, as long as they are providing evidence from the text that directly supports their answer/argument (and their answer/argument is not entirely off-topic), they will receive points. This encourages students to use higher-level thinking to support their answers.
- Students have some choice in how they complete learning tasks.
 - There are times when students have choice and voice in their assignments, and I feel that really encourages them to produce some of their best work. A recent example of this is the final playlist project for *The Crucible* because students had required components from me, but then they had the ability to select the other components they wanted to include in the project. This allowed students to pick areas of the play they were more comfortable with, and it allowed me to see more of their personalities shine through.
- There is a mix of different types of groupings, suitable to the lesson objectives.
 - While I do not use grouping in my classroom that often, I do incorporate it in some ways. When I was introducing the Transcendentalism Era to students, I had them complete an interactive group activity where students had to work collaboratively with their tablemates. In their groups, students were able to designate different members of the group to research different components of the topic, allowing them to work collaboratively and efficiently.
- Materials and resources support the learning goals and incorporate intellectual and social-emotional engagement, as appropriate.
 - In my classroom, I use a wide range of materials and resources to support learning goals. So far this year, we have used the orange classroom textbook, Edpuzzle, PearDeck, Kahoot, Kami, CommonLit, Google Classroom, paper worksheets, mini whiteboards, and more. By using a variety of materials, I am able to keep students engaged and focused on the content we are working with. I also strongly encourage social-emotional engagement and interaction between students. If students are working on an in-class activity, I often allow them to move to a different location in the classroom to sit and work with a peer of their choosing. Additionally, at the beginning of every day, we begin with an "attendance question" where students record their answers on a colored sheet of paper. Depending on how much time we have, I will ask all students their answers to the question, or I may only ask a few students. Regardless, this is a way for me to engage with students on a more personal level.
- The pacing of the lesson provides most students the time needed to be intellectually engaged and to promote authentic learning.
 - Pacing is one thing that I am very mindful of in my classroom. As a new teacher, I know I am still learning how to appropriately pace classroom content to keep students engaged but not bored. To help with this, I often check in with students to see where they are on assignments and if they may need more time. Additionally, I often stop to see if I am moving too fast for them.

██████████ 2/16/2023 , Comments:

How do you accomplish, "Most students actively participate in learning, characterized by collaboration and intellectual engagement?"

Classroom Observation Evidence

██████████ 10/3/2022 , Comments:

3d. Assessing Student Learning

Proficient (Evaluator)

Proficient (Teacher)

Rubric Rating Evidence

2/16/2023 , Comments:

- Students indicate that they clearly understand the characteristics of high-quality work.
 - I try to provide students with appropriate examples of what style and type of work I am looking for when we are completing assignments. I feel that this allows them to see a real-time example, and it also shows them that I am not providing “busy work” because I take the time to complete the assignment as well. One thing I want to start doing in the future with my classes is to have them grade their project/assignment before they turn it in. For example, I may ask students to highlight, bold, underline, etc. certain requirements of the assignment so they (and I) know it was included. This helps keep students accountable for their work, too.
- The teacher elicits evidence of student understanding during the lesson.
 - In my classroom, I have a “levels of understanding” system that I try to use to gauge student understanding during a lesson (level 1: “I don’t understand, please help me immediately”; level 2: “I’m starting to understand, but still need help”; level 3: “I think I understand; I feel fairly confident”; level 4: “I am very confident and can do this myself”). I do not use this system as often as I should, so I plan on working to include it more as the year goes on.
- The teacher invites students to assess their own work and make improvements.
 - In my classroom, I encourage students to evaluate their own work and make improvements as needed. I have a revision policy that is as follows: *“If you turn in an assignment ON TIME and wish to revise it for a higher grade, you may do so. Similar to the late work policy, you must submit the assignment revision along with the assignment revision form (on classroom). Just like late work, I will grade the revisions when I have the opportunity to do so. No assignment revisions will be accepted 5 days prior to the end of the quarter. Additionally, you may only have the option to revise the assignment once (no multiple revisions to the same assignment). If your revised grade would happen to be lower than the original, the original grade will take precedence.”* This policy allows students to make improvements to their work based on feedback they received from me.
- Feedback includes specific and timely guidance, at least for groups of students.
 - Providing feedback to students in a timely manner is something that I sometimes struggle with, simply because I have so many students. My goal is to try to have assignments graded within a week of their due date, but that does not always happen. When I do provide feedback to students, I try to comment on at least one positive and one area they could improve in.
- The teacher attempts to engage students in self- or peer-assessment.
 - When students completed their personal narrative papers earlier this school year, students had the opportunity to complete a peer review of their papers. When we begin the research paper unit coming up, students will also have the opportunity to complete a peer review activity. Additionally, I provide students with a checklist where they can go through their papers and look to see if they met all of the criteria that I will be looking for when grading the assignment.

Classroom Observation Evidence

██████████ 10/3/2022 , Comments:

3e. Demonstrating Flexibility and Responsiveness

No Rating (Evaluator)

No Rating (Teacher)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

██████████ 10/3/2022 , Comments:

Domain 4 Professional Responsibilities

4a. Reflecting on Teaching

No Rating (Evaluator)

No Rating (Teacher)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

██████████ 10/3/2022 , Comments:

4b. Maintaining Accurate Records

■ Proficient (Evaluator)

■ Proficient (Teacher)

Rubric Rating Evidence

██████████ 2/16/2023 , Comments:

- The teacher’s process for recording student work and noninstructional information is efficient.
 - I feel that I am highly organized when it comes to student work. Behind my desk, I have a paper tray that has labels for each class. In that paper tray, I put work that is to be returned to students after it has been graded. I plan to get a second one soon where I will put work that I need to grade for each class as well.

Additionally, I take attendance at the beginning of every period in PowerSchool, and I also keep my own attendance sheet so I am able to see how often students are out of school. This helps me to determine how much extra time some students may have when completing assignments.

- The teacher has an efficient process for recording student attainment of learning goals; students are able to see their progress but not contribute to record-keeping.
 - For grading, I keep track of grades in three locations. First, if an assignment is completed on Google Classroom, students receive a grade on Google Classroom. Then, ALL assignments, their point value, and the due date are recorded on a color-coded grade sheet. Here, I keep a hard copy of student grades for each quarter. Then, grades are entered into PowerSchool often. I am updating my PowerSchool grade book at least twice a week, if not more. This is where I tell students to look when they have a question about their grades because it is the most up-to-date version of their classroom grade.

Post-Observation Questionnaire Evidence

██████████ 10/3/2022 , Comments:

4c. Communicating with Families

█ Proficient (Evaluator)

█ Proficient (Teacher)

Rubric Rating Evidence

██████████ 2/16/2023 , Comments:

- The teacher communicates frequently and professionally with families and caregivers about the instructional program and conveys information about individual student progress.
 - Each quarter, roughly around mid-quarter, I send an email blast to all parents informing them of different topics we have covered, what topics we are currently working on, and what we plan on working on in the upcoming future. I also send additional follow up emails for specific students if I feel they are struggling and/or if I notice a student performing above and beyond in the classroom.
- The teacher attempts to engage families and caregivers in the instructional program using a variety of communication strategies.
 - I have multiple ways that I encourage families and caregivers to communicate with me about their students. I encourage parents/caregivers to join Google Classroom to see students' assignments. I also have a Remind that I encouraged parents/caregivers to join at the beginning of the year to receive assignment reminders from me.

Post-Observation Questionnaire Evidence

██████████ 10/3/2022 , Comments:

4d. Participating in a Professional Community

█ Proficient (Evaluator)

Proficient (Teacher)

Rubric Rating Evidence

2/16/2023 , Comments:

- The teacher regularly participates in activities related to professional inquiry.
 - I am constantly trying to learn more about my profession and what I can be doing to become a better teacher for my students. I work on this by attending professional development events and training organized by the district. Additionally, I am in the process of applying to a graduate program where I can continue my education and grow as an educator.
- The teacher has supportive and collaborative relationships with colleagues.
 - This entire school year I have felt very welcomed by open arms from the entire building. My department has been very supportive and helpful; I can go to any department member with a question or concern and I know they will help me as best as they possibly can. Specifically, [REDACTED] has been the most wonderful mentor that I could have asked for. Additionally, I have found great friends in both [REDACTED] and [REDACTED], the other two “brand new” teachers in our building.
- The teacher frequently volunteers to participate in school activities, as well as school, district, and community projects.
 - At the beginning of the year, I participated in the homecoming pep rally by playing teacher musical chairs and by volunteering to be pined in the face. When it comes to sporting events, I made it my goal to attend at least one game/match for every sport, and I have done very well thus far. I am also working the clock for the junior high girls' volleyball home games this season. For extracurricular activities, I have attended the fall play and a fundraiser dance recital that was held at [REDACTED]. I am also volunteering to help with the spring musical. I am also co-advisor of the Young Adult Book Club with [REDACTED]. Lastly, I am signed up to be a chaperone for Mini-Thon in March, and I am so excited to attend that event.

Post-Observation Questionnaire Evidence

10/3/2022 , Comments:

4e.Growing and Developing Professionally

No Rating (Evaluator)

No Rating (Teacher)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

10/3/2022 , Comments:

4f.Showing Professionalism

No Rating (Evaluator)

No Rating (Teacher)

Rubric Rating Evidence

██████████ 2/16/2023 , Comments:

Thank you, ██████████ for the effort that you put into the mid-year self-assessment. Please address any components that are rated as *Needs Improvement*. I entered such a comment after each entry for your to address in another comment box. Please make any necessary revisions and resubmit your self-assessment for me to reevaluate.

Please know that It is very apparent that you are a caring and considerate teacher who works very hard to provide a safe, purposeful, and enjoyable learning experience for your students. It is also very evident that you are working diligently to give your students a growth mindset learning experience in your room. They will appreciate your efforts.

Wade

██████████ 2/20/2023 , Comments:

Looks great, ██████████ Thank you for the extra attention and extra effort!

Wade

Post-Observation Questionnaire Evidence

██████████ 10/3/2022 , Comments:

CAEP 4

Teacher/Completer Interview Protocol

Zoom Interview on 1/16/24 with [REDACTED] English 10 Teacher at [REDACTED] Area Sr. High School

(All interviews will be based on the survey responses; If permission is granted by the teacher/completer and employer, final evaluation portfolios/documents and employer/supervisor observations may be shared by the teacher/completer to support the responses)

If Teacher/Completer agreed or strongly agreed on the survey, use a sample of these questions. Share with participants ahead of time and have them select 4 or 5 to answer in depth:

3. What evidence do you have to support your response that you believe you are able to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement, in learning and self-motivation? (InTASC Standards 3; CAEP 4.1)

I teach in our ABC program, which is at the jr and sr high level. They are connected but also their own separate islands. It stands for Academical Behavioral Coaching. Students are placed in it for multiple different reasons from struggling mentally to learn in the physical classroom to struggling academically or struggling behaviorally. It's designed to rehabilitate those students so they aren't in it for more than one full academic year, with the end goal of transitioning them back to building-based classes.

Our goal is by the time they are jr and seniors they are back in the full academic classroom. It's co-taught, so the director of the program is one of the special ed teachers, and she is with the kids full time. First period is check-in, like a resource room for students with IEPs. They do a lot of goal-setting ("my goal for the week is to come to school every day or get back to class on time"), and periods 2-5 are academic classes. 2nd period a social studies teacher comes down to co-teach. I co-teach ELA during 4th period. At the end of 5th period, they rank themselves for the day (did I do everything I was supposed to do? Limit my distractions? Meet my daily goal?). We also do a whole class reward system. We have 7 kids in the class, as it is supposed to be very small. The co-teacher and I work daily ("Why didn't that work? This really worked --let's run with that!") The whole goal is to get the behavioral interactions down first, and then we get to the academics. We are helping them process their emotions (instead of making an outburst and swearing, we're working on talking through things). If we get to read Greek Mythology, then we read our Greek Mythology. The ticket system started in an individual teacher's class, and then it was working well, so we brought it to the whole group. We give tickets for a variety of things, and it is very relaxed; if they are back in class on time, they get a ticket, and if they are quietly working, they get a ticket, if they answer questions and volunteer they get a ticket. We try to have team meetings as often as we

can. If someone's behavior is different in my class, why? We try to figure out why. Instead of using an alternative learning center, we try this out first.

6. What evidence do you have to support your response that you use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making? (InTASC Standards 6; CAEP 4.1)?

I teach 10th grade academic English, I teach newspaper, and I teach ABC English (technically English 9). Academic 10 includes a lot of Keystone prep. I am paired with a colleague who teaches the other half of 10th grade, and she has been a really good resource for me for preparing kids for the test. I do multiple modes of assessment because not every kid is the same. I do a lot of constructed responses. I tell the kids, "This is the time you can show the people scoring the test what you know." I'm looking for a few items. Did you write a thesis statement? Did you provide text evidence? Did you explain it? Style -- capital letters, proper punctuation, complete sentences, did your sentences make sense? Relatively low-stakes grading. When I give them a constructed response, I find an article related to something we are doing in class using technological resources (CommonLit, NewsELA). Those resources typically have their own questions, but if I don't like them, then I write my own. Closer to the Keystone test, I begin to give them old test prompts and articles to get them familiar with the style of the writing of the test.

I also do some assessments for just completion, such as a characterization worksheet or an assessment on irony, theme. With Gatsby, I'll hit symbolism.

I'm not a big tester. I don't like to give tests very often. I tend to gear towards writing. I like teaching writing. We're starting a research paper in a couple of weeks, and I am so excited. A lot of those things, I'm reflecting on myself. If they're not integrating quotations, I think about, what could I do better? I've said, "Are you guys confused?" "Me, too..let's start again." And then I will reteach a concept, and the data is so much better.

Link-it is a Keystone simulator, and I'm required to do it 3 times a year. I typically do early fall, after they're acclimated, we just did a midyear one, and I'll do the third one early mid-March because that gives me 4-0 before the Keystone. It gives them reading passages and multiple choice answers. It sucks up instructional time, but I'm able to look at the data in a color-coded chart in relation to the state standards. So if the characterization is all red, I know the kids really struggled with those questions, so that's something I can focus on. It also gives me a projected outcome of how they are going to do on the test. So this percentage is Proficient, these kids are right on the bubble, so that is what I want to hit. We use PAE-TEP for teacher observation, so I can use this for measurable data throughout the year for that process.

9. What evidence do you have to support your response that you engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner? (InTASC Standard 9; CAEP 4.1)

I'm in the MA in Composition and Literature program at IUP. I'll be in a critical theory course in the spring. I was trying to decide as an undergraduate if I wanted to go straight to graduate school or wait and teach first. I felt very prepared for my career, and I knew I wanted to return to IUP. I knew I had big shoes to fill, especially stepping into a Keystone grade. We performed very well, and our scores made me feel better. The program is very flexible, and I also have tuition reimbursement. If I need a break, I don't need to take a class each semester. Even the program isn't designed for teachers, I have noticed that you can gear a lot of our assignments towards education if you wanted to. It wasn't just a class on digital writing. You could use the assignment to help you apply that to the classroom. Getting my undergrad already, some of the faculty overlaps, so I know how some of my faculty teach and grade. From working at the Writing Center, I have heard of different professors and interact with them. I can also think, "I know I took a lot of these classes in undergrad, so now I can take a class on something else."

I'm trying to go to the Western Pennsylvania Council of Teachers of English Conference with another new English teacher here. We found a virtual conference about incorporating young adult literature into the classroom, and it covers what's new in young adult literature and how to use it in the classroom. We're trying to move towards more standards and skills based instead of a traditional text-based curriculum.