

NORTH SALEM CENTRAL SCHOOL DISTRICT

MSHS Model

2016-17 SCHOOL YEAR

USING THE DANIELSON 2011 RUBRIC FOR TENURED TEACHER'S

GOAL SETTING AND ACTION PLAN

8/13/16

Teacher's Name: Gaetano Vitiello

Lead Evaluator: Dr. Cyganovich

Second Evaluator:

Common Goal: Achieve our Mission to "Engage students to continuously learn, question, define and solve problems through critical and creative thinking"

Common Focus For 2016-17: Improve instruction and student performance regarding critical, convergent and creative, divergent thinking.

Teacher's Specific Focus: What specific critical, convergent and creative, divergent thinking skill processes will be your focus this year? The identified critical and creative skills will be central to and applied by students for this course. Teachers who have a PST will select critical, convergent and creative, divergent thinking skill processes important to that PST and to their instruction throughout the year. Teachers who do not use a PST will select creative and critical thinking processes that are important to their instruction.

Please list them here:

Brainstorming, thinking in someone else's shoes, evaluating perspectives to advance a claim

Critical, convergent and creative, divergent thinking interact in the process of solving a problem. The whole flow and interaction of these critical, convergent and creative, divergent thinking skill processes could be seen if a consecutive series of your lessons was observed. But because this formal observation is of just one lesson only a piece of this flow of critical, convergent and creative, divergent thinking will be observed. That is all that is expected of you for this formal observation in which at **least one of the selected creative or critical thinking processes will be evident.**

How Will You Examine Student Performance Regarding Your Specific Focus?

Students will be able to identify the specific creative and critical thinking strategies they use throughout the year first through response to my direct instruction and later in self reflection on assigned tasks. This examination may or may not be part of the observed lesson.

Pre-Observation Form Formal Observation

Teacher's Name: **Gaetano Vitiello**

Subject: **English 10 Honors**

Period:

Date of observation:

Lead Evaluator:

1. What critical, convergent and creative, divergent thinking skills are your Specific Focus this year?
Brainstorming, thinking in someone else's shoes, evaluating perspectives to advance a claim

2. What is the title of the PST for which these critical, convergent and creative, divergent thinking skills are essential? When will students complete this PST?
Argumentative Essay PST will take place at the beginning of the 2nd Quarter.

3. What specific common core standards and content standards are addressed in this lesson?
CCSS.ELA-Literacy.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA - Literacy.RL. 9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.W.9-10.1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.SLS.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

4. How does this lesson relate to the unit of instruction of which it is part?
This lesson is part of a larger unit. We have just completed our study of William Golding's *Lord of the Flies*. Additionally, we have watched the film *The Hunger Games*. During our discussion of both works, we have discussed how individual characters gain power. This lesson will attempt to help students think about various ways people can gain power by using the creative thinking skills of **brainstorming and thinking in someone else's shoes. Furthermore, it will allow students the opportunity to make concise claims regarding this topic as it relates to *Lord of the Flies* and *The Hunger Games*. Finally, this lesson will force students to recognize that they will be challenged by opposing claims, but they can **use those opposing claims and perspectives to advance their own writing**.**

5. Is there anything in particular that you would like the evaluator to pay specific attention to during the observation?

I would like you to pay attention to the way in which I motivate students to use the skill of **brainstorming**. Often times I ask students to **brainstorm** without being sure of their ability to use this skill. I have been working with students on this skill, and I would like to see if true **brainstorming** is taking place.

6. Are there any group or individual characteristics or circumstances about which the evaluator should be aware? (Unusual behaviors, grouping interactions, students leaving class during the period, lab work, etc.)

No.

DOMAIN 2: The Classroom Environment

The statements written for the Components in Domain 2 are taken directly verbatim from the Highly Effective level of the Danielson Rubric.

Ratings for each component are: 0 = not evident, 1 = Ineffective, 2 = Developing, 3 = Effective, or 4 = Highly Effective

Component A: Creating An Environment Of Respect And Rapport

- Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.
- Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class.
- The net result of interactions is that of connections with students as individuals.

Rating By Second Evaluator:

Date Score Initials, Date Score Initials

Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:

The teacher may ask for a repeat observation if the rating is less than Highly Effective.

Component B: Establishing A Culture For Learning

- The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.
- The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

Rating By Second Evaluator:

Date Score Initials, Date Score Initials

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Component C: Managing Classroom Procedures

- Instructional time is maximized due to efficient classroom routines and procedures.
- Students contribute to the management of instructional groups, transitions, and/or the handling of material and supplies.
- Routines are well understood and may be initiated by students

Rating By Second Evaluator:

Date Score Initials, Date Score Initials

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Component D: Managing Student Behavior

- Student behavior is entirely appropriate.
- Students take an active role in monitoring their own behavior and that of other students against standards of conduct.
- Teacher's monitoring of student behavior is subtle and preventive.
- Teacher's response to student misbehavior is sensitive to individual student needs and respects students.

Rating By Second Evaluator:

Date Score Initials, Date Score Initials

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Component E: Organizing Physical Space

- The classroom is safe, and learning is accessible to all students including those with special needs.
- The teacher makes effective use of physical resources, including computer technology.
- The teacher insures that the physical arrangement is appropriate to the learning activities.
- Students contribute to the use or adaptation of the physical environment to advance learning.

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Date Score Initials, Date Score Initials

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The teacher may ask for a repeat observation if the rating is less than Highly Effective.

DOMAIN 3: Instruction (Lesson plan for formal observation)

The comments written for the Components of Domain 3 are adapted from the Highly Effective level of the Danielson Rubric and were modified to fit the work being done regarding critical, convergent and/or creative, divergent thinking skills.

Ratings for each component are: 0 = not evident, 1 = Ineffective, 2 = Developing, 3 = Effective, or 4 = Highly Effective

Component A: Communicating With Students

Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance in each of these areas:

- The teacher focuses on specific critical, convergent and/or creative, divergent thinking skill(s) and makes his or her thinking visible regarding those thinking skill processes through strategies such as verbal explanations, graphic organizers, T charts, videos, etc. Highlight the selected strategies below.
- These instructions show the teacher's awareness of problems that individual or groups of students often have using these thinking skill processes.
- The teacher builds on students' prior successes with these and similar thinking skill processes.
- The teacher checks for students' understanding and engages students in helping to explain these thinking skill processes to their peers.

Please describe your lesson in terms of each of the above areas.

- Since this is the first argumentative essay students will be writing this year, I will explain to them that they will be using three (3) different critical and creative thinking skills. Students will be introduced to these strategies prior to this lesson, but this will be the first time they are using them in class. Students will be using **brainstorming and thinking in someone else's shoes. Evaluating perspectives to advance a claim** will be part of the following lessons.
- I will ask students questions to activate prior knowledge and to ensure that they have a clear understanding of how to use these critical and creative thinking skills. For example, I will ask:
 - When using the **brainstorming** strategy, why is it important to keep an open mind?
 - When discussing a controversial topic with your classmates, what is important to keep in mind in order to **put yourself in someone else's shoes**?
- I will explain to students that while in their small groups they will think divergently by **brainstorming** to complete a graphic organizer describing various methods people use to gain power. During the large group discussion, students will ask both clarifying and probing questions to other groups to promote critical and creative thinking among their classmates. When students ask these questions it will require them to **put themselves in the shoes of their classmates** in order to fully understand various perspectives on this issue.
- As students are working in small groups to prepare for the discussion, I will target my instruction to individual groups. I will work with each group to not only help develop their claim, but also to ensure that they have a clear understanding of the counterclaims. They will need to **analyze these various counterclaims (perspectives) in order to help develop their claim in writing** in the next lesson. By working with individual groups to measure their understanding of the various claims regarding power attainment, I can engage students to explain their thinking to their peers.

Rating By Lead Evaluator:**Date Score Initials,****Date Score Initials**

Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:

Teacher responds to this feedback by writing plans for a repeat observation if the teacher requests one.

Component B: Using Questioning And Discussion Techniques

Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance in each of these areas:

- The teacher uses a variety of questions or prompts to challenge students to extend their critical, convergent and/or creative, divergent thinking skills.
- Not only does the teacher engage students is using these thinking skill processes but has students interact among themselves in the use of these processes.
- The teacher and students themselves ensure that all voices are heard in the discussions.

Please describe your lesson in terms of each of the above areas.

- At the beginning of the lesson, I will ask students various questions to further their understanding of the concept of power attainment. These questions will challenge students to **put themselves in someone else's shoes**. For example, I will ask students:
 - Although Jack is looked at as a villain in *Lord of the Flies*, he did what he thought was necessary in order to survive. What might you have done in order to gain power in hopes of survival?
 - What steps did Katniss take in order to gain power in *The Hunger Games*? Would you have done anything differently?
- Throughout the class period, students will be instructed to ask other students both clarifying and probing questions in their small groups and in the class discussion. (Prior to this lesson I will teach a lesson on different types of questions, with a particular focus on clarifying and probing questions.) These student formulated questions will promote high level critical and creative thinking. I want students to be able to **brainstorm** methods of gaining power in their small groups. I also want students to ask these questions so that they can **put themselves in the shoes of their classmates**.
- By encouraging students to use these types of questioning strategies during their small and large group discussion, I can better ensure that all students have the opportunity to share their thoughts and opinions.

Rating By Lead Evaluator:

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Date Score Initials

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Teacher responds to this feedback by writing plans for a repeat observation if the teacher requests one.

Component C: Engaging Students In Learning

Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance in each of these areas:

- Virtually all students are intellectually engaged in the use of critical, convergent and/or creative, divergent thinking skill processes.
- Some students go beyond the high expectations for the use of these thinking skill processes and their accomplishments are recognized in ways that are sensitive to the needs of individual students.
- Intrinsic rather than extrinsic motivation strategies are used by the teacher and among the students.
- The pacing of the lesson provides students the time needed to intellectually engage with and reflect on the learning.
- Students may have some choice in how they complete the tasks and may serve as resources for one another.

Please describe your lesson in terms of each of the above areas.

- This student-centered lesson is part of a larger unit. Prior to this lesson, students read *Lord of the Flies* and watched *The Hunger Games*. These two works will serve as the primary basis for our discussion. Students will also use these works, along with one additional non-fiction text, to complete the Argumentative Essay PST at the conclusion of the unit.
- The lesson will begin with students using text message software (www.polleverywhere.com) to answer a question regarding power. By using this software, students will be motivated to go beyond the obvious answer choices to better express their opinions. The results of the poll will serve as intrinsic motivation for students. Also, by using this poll, I can ensure that all students have the opportunity to voice their opinion.
- Students are divided into teacher-selected groups to discuss the topic of how an individual gains power, with a specific focus on the power struggles presented in *Lord of the Flies* and *The Hunger Games*. They will work together to complete a graphic organizer. The graphic organizer will require students to use divergent thinking to **brainstorm** various methods people use to gain power. During this **brainstorming** activity, students will need to **put themselves in the shoes of characters we have read about and in the shoes of one another**. Once the **brainstorming** activity is complete, student groups must use convergent thinking to **analyze the various perspectives presented** to select what they believe to be the best method.
- Since this is an introductory lesson, student choice in completing the task is limited. Later in the PST, students will have choice in how they apply these skills in their writing. I strategically selected the student groups based on the personalities and abilities of students. Using my knowledge of students from previous presentations and collaborative projects, I selected these groups so that students may serve as resources for one another.

Rating By Lead Evaluator:

Date Score Initials,

Date Score Initials

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Teacher responds to this feedback by writing plans for a repeat observation if the teacher requests one.

Component D: Using Assessment In Instruction

Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance in each of these areas:

- Formative assessment of the critical, convergent and/or creative, divergent thinking skills being taught is integrated into the instruction.
- Students are involved in self-assessment of their strengths and needs to improve these thinking skill processes. Peer assessment may also occur.
- Information from the teacher's assessment and the students' self-assessment is used to adjust instruction and improve student performance.
- The teacher and students celebrate their successes and take a positive approach to continuing to improve. Intrinsic rather than extrinsic motivation strategies are used.

Please describe your lesson in terms of each of the above areas.

- At the start of the lesson, I will pose specific questions to elicit evidence of student understanding of **brainstorming and thinking in someone else's shoes**. For example, I will ask:
 - When using the **brainstorming** strategy, why is it important to keep an open mind?
 - When discussing a controversial topic with your classmates, what is important to keep in mind in order to **put yourself in someone else's shoes**?Based on student responses and reactions to these questions, I can better target my instruction to individual students and/or groups. Also, as students are working in small groups, I can spend time with each group to encourage openness and flexibility during the **brainstorming** activity in order to be able to **put themselves in the shoes of others**.
- Since this is an introductory lesson, self-assessment and peer-assessment will not take place. At the conclusion of the PST, students will have the opportunity to self-assess and peer-assess.
- This **brainstorming** activity and the ability of students to **put themselves in the shoes of others** will serve as a form of intrinsic motivation for students to think about their own personal claims they will develop in their writing.

Rating By Lead Evaluator:

Date Score Initials,

Date Score Initials

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Teacher responds to this feedback by writing plans for a repeat observation if the teacher requests one.

Component E: Demonstrating Flexibility And Responsiveness

Describe what performance will be observed in this lesson. Specifically what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance in each of these areas:

- The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student's difficulties with critical, convergent and/or creative, divergent thinking skill processes.
- Note: This process may be difficult for an observer to recognize during the actual classroom observation. The teacher can point this process out during the post observation conference.

Please describe your lesson in terms of each of the above areas.

- Since this lesson will not take place until the end of the first quarter, I will have an understanding of the strengths and weaknesses of each student. Therefore, I will be able to strategically group students who I feel will learn from each other during the **brainstorming** activity.
- By allowing students the opportunity to discuss and debate controversial issues, I am peaking student interest in the learning process while remaining flexible and responsive. Additionally, this lesson was designed to meet the needs of diverse learners, while challenging them to think both creatively and critically. Students will encourage each other to **place themselves in the shoes of someone else**.

Rating By Lead Evaluator:

Date Score Initials, Date Score Initials

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