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| **NORTH SALEM CENTRAL SCHOOL DISTRICT** |
| **Creative and Critical Thinking Focus**  **2024-25 SCHOOL YEAR**  USING THE DANIELSON 2011 RUBRIC FOR TENURED TEACHERS  GOAL SETTING AND ACTION PLAN  VERSION B September 2024  **Teacher’s Name:**  **Lead Evaluator:**  **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 2024-25:**  Improve student performance in understanding and using 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 Problem Solving Task (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.  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 were 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 l**east 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:**  **Subject:**    **Period:**  **Date of observation:**  **Lead Evaluator:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   1. What critical, convergent and creative, divergent thinking skills are your Specific Focus this year?   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  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?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. What specific common core standards and content standards are addressed in this lesson?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. How does this lesson relate to the unit of instruction of which it is part?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5.  Is there anything in particular that you would like the evaluator to pay specific attention to during the observation?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  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.) |
| **DOMAIN 2:  The Classroom Environment**  The comments written for the Components in Domain 2 are taken directly 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 Lead Evaluator:**  **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 Lead Evaluator:**  **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 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 Lead Evaluator:**  **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 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**  **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 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.   **Rating By Second Evaluator:**  **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.** |
| **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 reflect the teacher focus on 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 the 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 skills processes to their peers.   Please describe your lesson in terms of each of the areas above.  **Rating By Lead Evaluator:**  **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 engages 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 areas above.  **Rating By Lead Evaluator:**  **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 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 areas above.  **Rating By Lead Evaluator:**  **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 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 areas above.  **Rating By Lead Evaluator:**  **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 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 areas above.  **Rating By Lead Evaluator:**  **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.** |