

**Video #1 – Domain 2 – Panel – Levels of Performance, Evidence, Strengths and Feedback**

Grade: 9<sup>th</sup> Grade English

Content: HS English

Teacher stands at door and greets student by name and shakes his hand	2A
Hi! Good to see you. Please sit at seat 7	2A
That's Ok – that's fine.	2A
You continue to meet everyone of my expectations about working silently.	2A
Reassures students that cannot afford a binder that it is "not a problem" and that they should see him privately. Does not single out any students.	2A
You good?	2A
It's happened before – start on this. It's Okay.	2A
You guys are doing great – 20 more silent seconds.	2A
This is going to be fly if we do it right.	2A
If you can't afford the binder – your job is to come and talk to me – with no questions asked.	2A
Good use of humor, e.g. jokes with students-stop pointing after he has asked them to point.	2A
Period 3 – you are impressing me.	2A
Teacher walking through the rows of students.	2B
Desks in row facing projection with white board close enough so the students can pair up/turn and talk when need arises.	2B
Projector/document camera with work and a countdown timer, words on wall, space for each period to find homework and assignments, rows of desks far enough apart that the teacher can walk in between and around the back of the rows, anchor standards	2B
Binder to help with organization that students will carry to class.	2B
Teacher moves freely throughout the room, there is no student movement except passing papers and standing up at end of lesson.	2B
Please sit in seat 25 for me, please and silently work on the survey	2C
My expectation is that you write silently on the survey	2C
Content/Language objectives posted on white board.	2C
Tells students, "you are meeting my expectation right now" and repeats that at least 3 times during the lesson. Tells students they are doing what he expects.	2C
Tells students they are capable learners.	2C
Period 3 – it is great to see you. I need 8 more minutes of silent work on the survey.	2C
Sets high expectations when he says: I'm the the best English teacher and I'm going to fill up your heads.	2C
Work on the front and back of the survey.	2C

Timer goes off and “it’s okay of you didn’t finish.”	2C
I’m going to teach the heck out of English. You’re going to learn a lot about English.	2C
I’m going to talk about the homework that is due on Tuesday and then talk about myself.	2C
I will put homework here everyday.	2C
Talks through the contents of the binder.	2C
Gives due dates for the contents of the binder and for the binder itself.	2C
Write me a letter about yourself – I am going to read this assignment and you are to say the words that I do not say.	2C
Teacher gives student two options for the written homework assignment.	2C
Teacher Cleary identifies complete and incomplete homework assignment.	2C
Takes attendance – raise your hand if I didn’t say your name.	2D
You can see how much time you have left up here.	2D
Teacher demonstrates how to hold papers and then has ss hold papers and rip.	2D
Teacher gives directions on how to pass papers because we have a lot to learn and no time to waste. Point to the person you are going to pass to – who are you going to pass to. Stop pointing, that’s rude.	2D
Teacher indicates how long the other periods took to pass papers and encouraged them to beat the other students.	2D
You can read the homework assignment, look around the room, wonder if I am always going to be this strict while I take attendance.	2D
Let’s say it together – here.	2D
Makes sure every student has the homework assignment.	2D
Track me with your eyes.	2D
We are done with homework. The thing we are going to do next is I’m going to show you how I get the class quiet if we are talking.	2D
Teacher claps an echo rhythm and students respond.	2D
When you hear me clap then we need to be totally silent.	2D
States that students will have a verbal warning ...if behavior is not within expectations.	2E
Giovani: Teacher calls him over – I know you were probably whispering about your seat, but there is no talking. That is your verbal warning.	2E

2A	2B	2C	2D	2E
Innovating	Applying	Applying	Applying	Applying

**Strengths**

- It was obviously the first day of school and he did a great job setting the tone and expectations

- He was compassionate and willing to go the extra mile for his students as evidenced by purchasing binders and other supplies in advance.
- He is able to set the students at ease and at the same time shows a huge amount of respect.
- He uses a variety of innovative techniques to gain student participation.
- Good use of instructional time to explicitly teach expectations and procedures.

### **Feedback**

- Based on how you taught students classroom routines, how might you create opportunities for students to take leadership roles in the implementation of those routines? (2D)
- In what ways will you use student groups to support learning in your classroom? (2E)
- How did you feel about the pacing of the lesson? Do you think your students all learned the routines and procedures? How do you know?
- When you are teaching routines and procedures and thinking about types of directions you might give, what criteria do you use to decide what types of directions to use to positively impact student learning?
- When you are teaching routines and procedures and thinking about types of directions you might give, have you thought about how to incorporate student leadership in this work?
- When does it become evident that students accept the responsibility of leading the routines and procedures? How do you support this transition?