

**Video #3 – Domains 2 and 3 Scoring Panel – Levels of Performance,
Evidence, Strengths and Feedback**

School and Grade: Domains 2 + 3

Content: Social Studies

Don't you put your heads down on me.	2A
You can all raise your hands because we are gonna.	2A
Right! Right!	2A
This is why I have you work through it! This is why I have you work through it!	2A
Teacher shows respect and politeness to all students by calling them by their names (Devon, Tyler, Adelaine, etc.) and saying please.	2A
Where are you honey?	2A
Maps, overhead projector, student desks in rows, anchor charts.	2B
Learning targets – Self Evaluation Rubric, Guiding Questions.	2B
Shows an objective on the white board and orally gives to students.	2B
Understand and Do	2C
You have it Cornelius, I saw it.	2C
Questions to get this going, pointing to her heard.	2C
Thumb statement.	2D
Teacher uses strategy of Response Statement with students and gives them wait time to respond. Response statement is to check for understanding.	2D
Teacher hands out graphic organizer	2D
Teacher approaches two girls who are working together. You are doing your own now because I have found that you learn best when you can relate it to something in your own life.	2E
No student behavior problems were observed.	2E
One kid has his head down – no response by the teacher,	2E
Continuity and Change – has been our focus	3A
Go into your folder and pull out a Big Ideas Sheet	3A
Values, influence, ethics, religion, conformity, propaganda	3A
We are looking at patterns of continuity and belief.	3A
I am going to suggest to you that the reason we are all up in everybody's business is because of our belief system.	3A
Now we are going to add on, look at something new.	3A
Evaluate a time in history, 1622, and look at how important it was.	3A

America's belief system is not about getting out of other country's business, it's about getting in. The exact opposite.	3A
I found that if I jump into content right now with the cause and effect wheel I get in big trouble because students cannot relate. So I go the strategy to the content.	3A
Shows an objective on the white board and orally gives to students.	3A
I want you to tell me a minimum of two actions that A. actions that you have not done but it is a choice you have or an action that you may have done. You need a minimum of two.	3A
What actions can you take?	3A
Teacher does use vocabulary words of the lesson and then provides a student friendly explanation (ethics = good or bad). She does this with several other words (advantage-disadvantage).	3A
Take a look at your belief – I want you to tell me under the knowledge part what set of knowledge led you to form that belief. What led you to form that belief?	3A
Write evidence above information.	3A
Gives a Math example of knowledge and beliefs.	3A
Look at your knowledge part and if you have verbs, they belong in the action part. That's you acting on your belief.	3A
Guiding Questions – reviewed prior one and add two more.	3B
What is a value – calls on student and student answers – something that is important to me.	3B
During first 20 minutes 6 students had teacher-student interaction. 2 of those students (Devon and Tyler) were called on 3 times each	3B
Provides students with guiding questions to ponder for lesson.	3B
Is it possible for a nation to exist without a purpose? Why or Why not?	3B
This is a yes or no answer – please tell me why you said yes or no.	3B
Calls on Devon, Tyler repeatedly.	3B
Why don't we have everyone in agreement on this?	3B
Should a powerful nation be the world's protector? Why or Why not?	3B
Why is America in everyone's business?	3B
Do you think it is possible that the US government has acted on a false set of beliefs?	3B
Teacher asks a student to explain his answer.	3B
Can we make a belief off of one piece of knowledge? What is the danger of me acting on a small set of data?	3B
Does your knowledge lead up to the creation of your belief? Take a look at that right now.	3B
Student: Not everybody likes us.	3B
I would like you to write a belief that you currently have. You will not share it with the class.	3C

Students do not talk to each other during the lesson segment. 6 students provide the teacher a response.	3C
Written response to questions yes or no answer but explain your answer	3C
Asks students to record current beliefs.	3C
Connects to prior knowledge, example: stereotyping in today's world	3C
Now, under effects – please put the T-Chart like I have on the board and take one of your actions and tell me a good thing that comes out of it and a bad thing.	3C
In your notebook I'd like you to do a response to this question.	3C
Do a quick thumbs up for me – shoulder height or higher, please.	3D
Get it? OK	3D
Teacher uses strategy of Response Statement with students and gives them wait time to respond. Response statement is to check for understanding.	3D
Try to get at least two, I hate to limit you. I want to see your process.	3D
Thumbs statement. Response statement. I understand the cause and effect wheel and I am ready to put it to use in US History.	3D
Feel free to look on with another if you don't have the chart	3E
She did a quick thumbs up assessment. Then asked a student to explain the direction in his own words.	3E

2A	2B	2C	2D	2E	3A	3B	3C	3D	3E
A	D	A	A	A	A	A	D	A	D

Strengths

Dynamic and animated teacher.
 Good commitment to the subject.

Feedback

How do you think the lesson was paced? Based on that observation, what would you do differently in the future?

Having given students an introduction to key concepts for learning unit (Beliefs), how might you group students to further their learning and engagement around the key concepts in the unit?

As you understand the pulse of your classroom, how do you provide opportunities for small group discussion?

What additional activities and strategies will you use to immerse students deeper in processing and learning the concepts in the unit?