

PSC Commendations and Recommendations

Fall Review	Spring Review
<p>Intellectual Engagement Rating-Approaching Competence</p> <p>Commendations:</p> <ul style="list-style-type: none"> •63% of classrooms visited engaged students at the analysis level. •25% of classrooms showed evidence of students working at the create level of Blooms <p>Recommendations:</p> <ul style="list-style-type: none"> • students should be engaged more at the synthesis, evaluation and creation level. 	<p>Intellectual Engagement Rating-Approaching Competence</p> <p>Commendations:</p> <ul style="list-style-type: none"> •There was a shift in instances of instruction from the knowledge level to the comprehension level. •Students collaborated with each other to a larger extent. •Teachers’ strategies were more in line with increasing student engagement (graphic organizers, primary documents, flexible groupings). •Self-contained classrooms showed evidence of grade level standards. <p>Recommendations:</p> <ul style="list-style-type: none"> •Teachers need to engage students at higher levels. •Observe teachers who are engaging students at these levels as a strategy for improving. •Dedicate PLC time to plan around engaging students at higher levels of Bloom’s
<p>Learning Environment Rating-Approaching Competence</p> <p>Commendations:</p> <ul style="list-style-type: none"> •Most classrooms are safe, free of clutter and clean •Most room arrangements are conducive to small group learning activities •Some students shared their ideas and opinions and took risks. •Some teachers greeted students by name and interacted positively •Transitions between activities were minimal <p>Recommendations:</p> <ul style="list-style-type: none"> •Professional development through PLCs, SLCs, Peer Observations, and Coaching to utilize the PSC rubrics, to ensure delivery of highly competent practices in all areas of instruction. •Revisit agreements and expectations from SEHS WASC practices, to ensure uniform presentation of clear expectations, agendas, ESLRS, standards, student work, rubrics, etc. •Utilize the classroom arrangements that are already conducive to group learning activities, ensuring that students engage in dialogue with one another around questions that are cognitively demanding and engaging. Use of specific research-based strategies to scaffold students’ participation in collaborative groups would increase the level of engagement. 	<p>Learning Environment Rating-Approaching Competence</p> <p>Commendations</p> <ul style="list-style-type: none"> •Positive learning environment with print rich environment •Teachers challenge students by asking questions <p>Recommendations</p> <ul style="list-style-type: none"> •Transitions and efficient use of time •Regulate class sizes to accommodate class room size •Get support from service center for more custodial support. Teachers should allow no food or drink to remediate the lack of custodial help •Since most classrooms were arranged in quads or pairs, teachers could capitalize on these groupings to make sure that more students are engaged in responding to questions and posing questions on their own. Most responses were single word responses with minimal follow-up. •Student work that is <u>current</u> should be displayed, and older work should be returned to students or archived in portfolios or folders. All student work should be dated. Student work should include the rubrics upon which the grade was based, along with specific formative feedback.

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<p>Classroom Talk Rating-Approaching Competence</p> <p>Commendations: •Nearly all teachers used academic language and content specific terms when communicating with students. •When there was an opportunity to participate in dialogue, teacher-student interaction was positive and encouraging.</p> <p>Recommendations: •Students need opportunities to participate (teacher-student, student-student) in classroom discussion with academic language and content specific terms. •Students need to engage in more challenging discussions with teacher-student and student-student conversations. •Students need to demonstrate understanding through open-ended questions that require a structured setting.</p>	<p>Classroom Talk Rating-Approaching Competence</p> <p>Commendations: •Teachers modeled academic language and used content-specific language in most classrooms observed. •There was more teacher-student interaction and student-to-student interaction than was observed in the Fall Review. •There were more open-ended questions posed to students in the classroom compared to the Fall Review</p> <p>Recommendations: •Allow student-to-student dialogue by using strategies, i.e. pair/share, reflect, etc. in order to demonstrate higher levels of Bloom’s Taxonomy and to practice the use of academic English. •Give teachers more PD on “Classroom Talk”. What does it look like? How do you teach it? •Increase the number of open-ended questions incorporated into teacher’s lessons. •Teacher should model strategies to develop academic language, such as paraphrasing and thinking aloud.</p>
<p>Assessment Rating-Approaching Competence</p> <p>Commendations: •87% of classes visited had an agenda posted •70% of classes, had either objective or standard posted •In most classes, teachers were circulating throughout the room •Standards-based lessons were evident.</p> <p>Recommendations: Develop strategies to check for understanding for all students Utilize evidence/data gathered from checking for understanding to guide instruction Develop/utilize a protocol for looking at student work and providing feedback Post current student work with rubric, standard, and assignment Develop and make evident purpose for assessment/lessons</p>	<p>Assessment Rating-Competent</p> <p>Commendations •Objectives, Agenda, Standards (Continued from fall) •ESLRs (Continued from fall) •Student Work Posted (Improved from fall)</p> <p>Recommendations •More peer to peer assessment/checking for understanding •More teacher checking for understanding by multiple students •Post student work with feedback</p>