



Case # 2554 - Master Ratings

Analyzing Patterns to Find Relationships Between Energy and Force

Science, Grade 8

| Dimensions and Observable Expectations | Master Rating | Rationale | Improvement Suggestion |
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| Culture/Climate Dimension | | | |
| The teacher: | | | |
| 1. Fosters an environment that embraces all learners | 2 | Teacher uses learners names, goes to every table, but does not make personal connections with the learners. | Make personal connections with the learners to encourage positive response from them. |
| 2. Treats each learner equitably | 3 | Teacher went to each group to monitor where they are in their learning. While observers did not see that the criteria for "each" was met, "most/many" was implemented consistently. | Plan ahead for individual learner's needs so that practices are affective to meet the needs of each learner. |
| 3. Encourages learners to share their opinions without fear of negative comments from their peers | 3 | Learners did not hesitate to share answers with the teacher and with each other. Teacher asked many times "why do you think that?" which indicates the teacher authentically embeds this as a regular practice. Teacher needed to call on learners throughout the lesson. | Embed in the group activities that someone has a role to answer. |
| 4. Creates enthusiasm for the learning at hand | 4 | Teacher shows a genuine interest and a positive attitude toward the content. She worked positively with all learners regardless of their progress with the material. | |
| Learning Dimension | | | |
| The teacher: | | | |

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| 1. Communicates clear explanations about the activities or tasks | 4 | All learners were working on what they needed to even though the video did not show the explanation of the lesson. Transitions were completed without disruption. | |
| 2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills | 4 | Teacher asks questions about what were the expected results of experiment and why the learners had those expectations. She followed up with what changed their expectations and what their expectations would be for changes to the experiment. These practices consistently affected all learners. | |
| 3. Delivers lessons that are relatable to the learners or aligned to their interests | 3 | Lessons were related to the video watched on a previous day that provided real world application for the learning. | While the explanation of the video did make the lesson relatable based on the teacher's example, it does not mean that it is aligned with the learners' interests. The learners should be given opportunities to provide how they see its relevance to their lives. |
| 4. Monitors learners' understanding of the content and/or the acquisition of skills | 3 | Used academic vocabulary throughout her questioning which indicates the monitoring of content. | Some learners were not focused on the lesson at all times, ALL learners were not addressed. Practice is not affecting all learners. |
| 5. Adapts instruction and/or activities that meet individual learner's needs | 3 | The teacher adjusts actions or practices to meet learners' needs depending on their demonstrated understanding of learned concepts. The teacher demonstrates the ability and wisdom to change actions or practices based on learners' cues. The learners participate/engage in learning by trying the experiment in a different way, answering guiding teacher questions. | Ideas for adapting instruction was not planned for. Have adaptations for learners created before the lesson begins. |
| 6. Provides learners with purposeful feedback about their progress and/or needs | 3 | Many learners were provided with feedback and questioned for understanding. The feedback given was more about their needs and not about their progress. | The teacher needs to have more focus on progress than needs only; give specific feedback for specific learners. |
| Essentials Dimension | | | |
| The teacher: | | | |
| 1. Delivers and/or facilitates the lesson with knowledge and confidence | 4 | Teacher confidently explains about potential and kinetic energy, force, and mass. She works with each group and can confidently address questions. | |

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| 2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being | 3 | Learners know the rules and procedures of the class and the teacher upholds the expectations for these. Learning expectations were the same for all learners but did not challenge the learners to go beyond the requirements. Teacher set what she wanted the learners to accomplish, but there were no higher goals set. | Set high expectations for all learners. Vary questions for different learners based on their level of understanding of the material. |
| 3. Facilitates use of resources that support learners' needs | 3 | Learners had what they needed, but there were not a large variety of resources available. Limited resources restricted the learners' ability to demonstrate understanding. By only having paper and pencil, the learners could only demonstrate understanding by speaking or writing. Some learners were seen getting up to get more materials when needed. | Provide more options for learners to use varying tools. Choose resources with intentionality and give choice for different materials to demonstrate understanding. |
| 4. Implements instructional strategies that actively engage learners | 3 | Teacher has learners broken into small groups where everyone has a role and is included. She asks questions to ensure learners are involved and has learners conduct experiments to have them actively explain their conclusions. | During lag times where learners are finished with work, the teacher could provide extension activities to keep learners engaged in the learning after the initial tasks are done. |
| 5. Manages the learning time in an efficient and optimal manner | 4 | Learning time happens throughout the class without disruptions to explain class procedures. Learners already know how to switch groups and how to respond when the teacher needs to get their attention. | |
| Agency Dimension | | | |
| The teacher: | | | |
| 1. Empowers learners to be responsible for the learning at hand | 2 | The teacher ensures the learners are answering the questions and did not answer for them. She gave each of the learners responsibilities for the overall project. Questions were about content, not about how to complete the learning. Practices are implemented but not embedded. | Provide opportunities for learners to take charge of their learning. Have the learners facilitate activities. Have learners ask each other questions rather than only having teacher directed questions. |
| 2. Gives learners choices about the learning activities or tasks | 1 | Learners are all working on the same experiment; there is no choice about what to design or the experiment materials used. | Have learners select what they would like to design. Give options for materials for the experiments. Provide a variety of ways for the learners to present their findings. |

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| 3. Provides assistance for learners to navigate and monitor their learning progress | 2 | Teacher provided assistance to navigate through the lesson but no assistance for monitoring the learning. Teacher implements assistance for the learners, but it is not embedded, nor does it consistently affect most of the learners. | Need more feedback on progress and how the learners can take charge of monitoring their own progress. |
| 4. Encourages learners to persevere with or seek challenging activities or tasks | 2 | Teacher stops the class to discuss when one group has different findings based on the ball used. Many times, asks questions to move the conversation forward but could not see strong evidence of encouraging perseverance beyond getting the answer. | Have learners continue to work through challenges rather than stopping the class to provide answer for them. Provide additional time for learners that are still working rather than having them move partners and have the answer given to them. |
| 5. Builds learners' growth mindset and self-efficacy | 2 | The teacher respectfully acknowledges learners' different findings and challenges their thinking by asking questions to move the conversation forward but could not see strong evidence of encouraging perseverance to build growth mindset and self-efficacy. | Have learners continue to work through challenges rather than stopping the class to provide answer for them. Provide additional strategies for learners that are struggling rather than having them move partners and have the answer given to them. |
| Relationship Dimension | | | |
| The teacher: | | | |
| 1. Promotes respectful and caring interactions toward and between learners | 4 | Teacher treats all learners with respect as they work through the lesson and experiment. Asks questions to have learners work together and models respectful interactions with learners. | |
| 2. Cultivates learner cooperation, collaboration, and inclusivity | 4 | Learners work in groups well together and know their roles. They shift to work with other groups easily and are inclusive of all learners. | |
| 3. Preserves learners' dignity while attending to their individual needs | 4 | Teacher works quietly with individuals that are struggling to understand. She does not call out learners that are behind but gives them suggestions for how to finish work. | |