

## Rating / Evidence Template

### 12<sup>th</sup> Grade AP Honors English Lesson

**Domain: Instruction**

Dimension	Evidence	Averaged Score
Achieving Expectations	<p>The lesson began with the teacher setting academic expectations for students. She stated that they were going to look at what characters have said and what theme their dialogue could represent. This will be done individually. Then as a group, students were “expected to come to consensus reading what happens, what is said and to find an overarching idea. We will use this later to see how the idea evolves and make predictions about Shakespeare's feelings. First, let's read the objective in blue on the board.” The teacher calls on Jessica to read the objective. (Objective: Given an assigned character in Act from Othello, students will identify 2-3 pieces of significant dialogue and determine 1 theme. Compare and contrast any abstract ideas in order to come to consensus, 2-3 pieces of dialogue and the theme overall.) Students are reminded that the essential question is: <b>“How can we identify an author's tone through what isn't explicitly written?”</b> To model expectations for student performance, a student is directed to read dialogue from the screen and the teacher will think through BRAB to determine significant dialogue and theme. The teacher states, “my home is not a grange. What is a grange?” A student responds, “the outskirts of a city.” The teacher continues to model by reminding students that back in Venice it was important to be in the city. I see him making a statement on social status. As students worked in groups, the teacher monitored, questioning students to strengthen understanding. For example, “what if nothing works, what do you have to do? That is a big chunk, can you extract some significant dialogue?” To check for mastery, students completed a LIA, noting one piece of new learning, an interesting piece of the lesson, and an application beyond the lesson. The teacher also circulated during group and individual activities, checking for understanding and addressing any misconceptions or confusions.</p> <p>The teacher modeled expectations for performance as she talked through dialogue to identify an overall theme for the assigned character BRAB. The LIA's provided evidence that most students demonstrated mastery of the objective. In the group work students begin to take initiative for their own learning. One student had annotated her dialogue to identify themes, anecdotal evidence of student mastery.</p>	<b>Proficient</b>

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Content Knowledge and Expertise	<p>The teacher demonstrated accurate knowledge of Shakespeare’s Othello, as well as the elements needed to teach students theme (i.e., making inferences, tone, deconstructing dialogue, characters influence on the theme of the text). The teacher implemented the subject specific strategies of developing abstract nouns that represents ideas relative to theme. The teacher also highlighted the relationship between the characters dialogue in drama and fictional pieces and the theme. The teacher also used the characters’ dialogue in Shakespeare’s play to further connect to his use of their words to exhibit the multiple themes often identified in drama. The teacher anticipated possible student misunderstandings by modeling her expectations at the beginning of the lesson prior to students working in groups. During the lesson students used analytical thinking to determine character influence on the theme, and when making inferences, students also used creative and practical thinking when constructing their LIA and applying their new learning to other subjects and real world situations.</p>	<b>Proficient</b>
Communication	<p>The teacher used questions throughout the text providing students with some analysis and synthesis questions. In the beginning of the lesson the teacher asks students, “What would be significant about a character?” She then asks students to discuss what they know about the characters through the dialogue? The teacher asks students questions later in the lesson such as, “How are the two themes, ignorance and truth related? Do you believe Shakespeare can have two characters’ themes represent the same thing?” The teacher establishes classroom practices that provide opportunities for students to communicate with their peers within group activities. Students begin to ask each other questions in their groups (i.e., “S. What would be another word for someone who is two-faced? Would a movie show the sliminess of the character? The text is slower, so I don’t think I would get the same effect.”) The questions were purposeful and coherent to allow students to identify and discuss the characters’ dialogue and theme and to deconstruct the words that would tell them more about the character in a particular act. The teacher asked students questions once they completed individual group activities to get students to further explain their theme or character’s dialogue (i.e., Does anyone else have a theme that is similar to truth, S. ignorance T. How would this be similar? S. In truth</p>	<b>Accomplished</b>

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	<p>there is blindness and in ignorance, blindness T. But, how are they related?  S. They're almost opposites. T. Connor, what do you have?  S. Othello, Trust. T. Anyone have something similar? S. Loyalty. T. Do you see how Shakespeare has two characters that can represent the same theme?) The teacher's questions required whole class responses and individual responses. The teacher provided students adequate wait time during their individual and whole group responses.</p>	
Differentiation	<p>The teacher displayed understanding of students' anticipated learning difficulties and needs. She displays this through modeling dialogue from ACT 1 of the play and how she would deconstruct dialogue and make inferences from the character (BRAB) in this act's theme. She also demonstrates this understanding by scaffolding discussions of particular characters (BRAB, Othello, etc.) to assist students with finding significant lines from the dialogue that gives insight to them as characters. Since the teacher circulates around the room during individual and group work, she can monitor the quality of student participation and performance through questioning and academic feedback. The teacher incorporates student interests by allowing them to choose the character they were most interested in and to examine his or her dialogue. The teacher used the two separate group activities (finding a specific character and examining his dialogue) to discover theme, and oral reading of dialogue from text (to determine the character and 2 to 3 significant pieces of text from the character to compare and contrast them to earlier themes). This provided students with differentiated instructional methods to provide an opportunity for students to master the lesson's objectives.</p>	<b>Proficient</b>
Monitor and Adjust	<p>There were two points in the lesson where students had individual questions, but the lesson was not adjusted- (the male student with the text confusion and the female student with the confusion about the truth/ignorance and how this related to vulnerability). The teacher provided students with some feedback after a response was given in whole group in the form of questions. (i.e., What does significant dialogue mean? S. Something that is important about the character. Okay, Significant important. Is it the character's brown hair traits? T. Okay, traits and feelings. She provides general feedback, such as praise, "You guys are awesome, sharp.) The students provided feedback throughout the lesson</p>	<b>Proficient</b>

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	<p>discussion and during group individual activities that was instructionally focused (i.e. S1. The character is straight forward. T. Do you think it is significant that the character is straight?forward. S2. The character seems to be thinking that everyone wants to sleep with his wife. He spends much of his dialogue accusing the other characters of sleeping with her or trying to sleep with her). The teacher's feedback during circulation is in the form of questions that require students to think further and critically. (i.e.,Did you extract and think about what you know about the play already? T. It's a tragedy, right? T. I know that it's hard when you have text taken away to remember everything that happened around the text. Think about a specific character.) The teacher closes the group activity with feedback about the group's discussion (i.e., As I walk around I hear unbelievable dialogue. You are taking apart what the dialogue really means). She adjusts the 2nd group activity by asking students to only provide the themes and that on Wednesday s h e will allow for further instruction on just the dialogue.</p>	

**Domain: Learning Environment**

Dimension	Evidence	Averaged Score
<p>Classroom Environment, Routines and Procedures</p>	<p>The teacher began the lesson promptly. Students had materials ready to use for individual and group work. It was pre-determined what students would gather up materials at the end of the lesson. The teacher then allowed students to practice in individual groups to choose a character and identify text dialogue to deconstruct and identify the theme. The teacher then brought the whole group back and allowed students to report their character and the theme they represent. Students share themes (i.e., truth, ignorance). Through the first independent activity, students work together to deconstruct text allowing appropriate pacing for students who are not yet ready to deconstruct or examine text on their own. During the group work, students take primary responsibility for managing their groups while the teacher circulates, questions and provides feedback to the groups. The teacher then transitions students to their final activity of whole group reading of the play and selecting 2 to 3 pieces of text dialogue to examine and identify the themes independently. Little instructional time is lost as</p>	<p><b>Accomplished</b></p>

Dimension	Evidence	Averaged Score
	<p>students are provided with 10 minutes for oral reading of highlighted significant pieces of dialogue text from acts 1-5. She then allows them to exchange papers and whole group report out their themes. The students are able to report themes only not dialogue. The teacher explained to students they will have a discussion about the five acts of dialogue from Shakespear the next time they meet on Wednesday which will help to identify the theme. The lesson's closure allowed students to complete a (LIA) which represents new learning, interpreting a piece of the lesson and tell how it can be applied beyond the lesson.</p>	
<p>Managing Student Behavior</p>	<p>Through effective grouping structures and procedures there was no evidence of behavioral issues. While circulating among the groups, the teacher's feedback was academic and not tied to behavior since routines and procedures were established.</p>	<p><b>Accomplished</b></p>
<p>Classroom Culture</p>	<p>The teacher organized the content so that it was personally meaningful to students by using dialogue from Othello and relating to comments made in conversation today. As students were exploring dialogue, students felt that BRAB was thinking revenge or that he was saying "You better not mess with me." The teacher reinforced the discussion by replying BRAB indicated to the guys talking smack - don't mess with me. Students worked collaboratively in small groups to identify significant dialogue relative to specific characters. The teacher consistently reinforced effort and encouraged dialogue among students within the group. For example, asking a student, "So when you are looking, what do you have to consider?" (student responds) Nice. The teacher continues this process. As she worked with one student, she asked, "Who were they talking to?" They were describing different types of women. That hypothetical woman is the "she." "When text is taken away, it's hard. I'm glad you brought your book." This process continued with another student. The teacher questioned the student about the character, Amelia. The student was asked why she chose that character because she is not a main character. Her response was, "Because she is confident." The teacher continued to push and support the student by asking, "How would you put that into a theme?" The student responds "Independence." The teacher says, "very good." Probing and support were provided to students as they identified significant dialogue for assigned characters.</p>	<p><b>Distinguished</b></p>