

Cognia Teacher Observation Tool (WSA 2022-2023)

For Self-Assessment or Observations

Date	5/18	Teacher Name	Max	Observer Name	Derrick	Subject Observed	Colloquy	Grade Level	10	Very Evident	4
School	WSA	Program	SG	Campus	BS					Evident	3
Lesson Beg.	x	Lesson Middle		Lesson End		Time in	815	Time out	855	Somewhat Evident	2
Learning Goal(s)	To provide students with a framework for understanding consciousness and how it applies to their own identities.									Not Evident	1
	Provide students with time to continue developing their final essay.									Not Applicable <small>(Additional observation may be scheduled)</small>	/
Dimensions and Observable Expectations						Evaluation (1-4)	Evidence or Comments				
Culture/Climate Dimension											
The teacher:											
1. Fosters an environment that embraces all learners						3	Using attendance to initially engage everyone, everyone is seemingly pay attention, but some students are disengaged.				
2. Treats each learner equitably						3.5	Would like to see more cold calling and more engagement of multiple students, rather than the students who just want to participate. But teacher takes questions when they arise.				
3. Encourages learners to share their opinions without fear of negative comments from their peers						4	Students seem quite willing to ask questions or share opinions and he is asking students to share and students are even willing to share personal stories				
4. Creates enthusiasm for the learning at hand						3	The students were generally engaged, however they seemed overly lethargic and the instructor acknowledged that. Perhaps something like a quick high energy activity or getting into groups would have helped increase buy in for the upcoming activities.				
Learning Dimension											
The teacher:											
1. Communicates clear explanations about the activities or tasks						3	Adding times and guiding questions to certain activities with clear instructions would be more engaging, however the instructor does have a general structure that guides students on the purpose of the activities at hand.				
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills						2.5	Some reflective writing, lecture, call and response, but it's a lot of student receiving and not a lot of student output.				
3. Delivers lessons that are relatable to the learners or aligned to their interests						3.5	Good connection with opening questions with some connections to student experiences and some of it theoretical.				
4. Monitors learners' understanding of the content and/or the acquisition of skills						3	Overall the students seem to show understanding of the content. I would like to see a larger emphasis on				

		note taking and guiding questions for the content as well to create a sense of interaction.
5. Adapts instruction and/or activities that meet individual learner's needs	3	Present with questions that allow students to reflect in personal ways.
6. Provides learners with purposeful feedback about their progress and/or needs	4	Gives a response to each student that participates and is encouraging them in his responses.
Essentials Dimension		
The teacher:		
1. Delivers and/or facilitates the lesson with knowledge and confidence	3	I think the ideas on consciousness were generally delivered well, I would have liked to see more engagement on some questionable or incorrect ideas from students, like difference between comas and blackouts in reference to states of consciousness, as well as definitional introductions, but overall done well.
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	4	No noticeable behavioral issues.
3. Facilitates use of resources that support learners' needs	3.5	Good use of subtitles for student understanding and having students use notebooks to engage in the lesson. I would have liked to see a reminder to use notebooks for notes while watching the video as most students were just sitting there.
4. Implements instructional strategies that actively engage learners	3.5	See above
5. Manages the learning time in an efficient and optimal manner	2	I think the CQT could have been managed better in terms of time, it took about 20 minutes, opposed to the usual 5-10, and then getting through the definitions and theoretical questions was rushed with the video going into break time.
Agency Dimension		
The teacher:		
1. Empowers learners to be responsible for the learning at hand	3	See above about notebook suggestions. Overall students try to answer the questions and be generally engaged.
2. Gives learners choices about the learning activities or tasks	4	Reflection questions allow choice in response.
3. Provides assistance for learners to navigate and monitor their learning progress	3.5	See above about empowerment and resource use.
4. Encourages learners to persevere with or seek challenging activities or tasks	4	Nature of the content is challenging and the writing of the essay as well.
5. Builds learners' growth mindset and self-efficacy	4	
Relationship Dimension		
The teacher:		
1. Promotes respectful and caring interactions toward and between learners	4	Always welcomes students to be a group together, both at the beginning of class and individually.
2. Cultivates learner cooperation, collaboration, and inclusivity	4	See above

3. Preserves learners' dignity while attending to their individual needs	4	
Overall Rating	3.5	

Teacher Signature Max Duroseau

Date 5/18

Evaluator Signature DERRICK

Date 5/18