Edivation for Idaho

Alex Macdonald
Director of Instructional Technology
Welcome, Alex.

Your role is Leadership at State of Idaho (999)

**Resource Center**

Schoolnet Support Desk
E-mail: support@sde.idaho.gov
Phone: (208) 332-6923
Mon-Fri 8AM to 5PM MST

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FAQ, Videos & PowerPoints

[Discovery Education](#)
[PD 360](#)
[TTM](#)
[LiLi.org](#)
[ETI](#)
[OPEN](#)
[Outreach Educational Forums](#)

**My Classroom**

<table>
<thead>
<tr>
<th>Institution</th>
<th>State of Idaho (999)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>

**Recent Assessments**

- District and Local Tests
- Classroom Tests
- Standardized Tests
- Upcoming Tests

To view data, first choose a section.

**Classroom Profile**

To view data, first choose a section.

**Key Performance Indicator Overview**

State of Idaho (999) Go to KPI Dashboard

KPI Category: Student Academic Performance

<table>
<thead>
<tr>
<th>ISAT Reading Score</th>
<th>ISAT Math Score</th>
<th>ISAT Language Score</th>
<th>ISAT Science Score</th>
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<tbody>
<tr>
<td>% proficient not star rating</td>
<td>% proficient not star rating</td>
<td>% proficient not star rating</td>
<td>% proficient not star rating</td>
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</table>
### Observation Summary

**Danielson Domain 1B**

<table>
<thead>
<tr>
<th>Educator</th>
<th>Overall Observation Score</th>
<th>Demonstrating Knowledge Of Content And Pedagogy</th>
<th>Setting Instructional Outcomes</th>
<th>Demonstrating Knowledge Of Students</th>
<th>Designing Coherent Instruction</th>
<th>Designing Student Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARRILLO, MORGAN</td>
<td>3.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>CONOVER, MAKENZIE</td>
<td>3.2</td>
<td>-</td>
<td>-</td>
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<tr>
<td>ANDERSEN, TOBIN</td>
<td>3.0</td>
<td>2.7</td>
<td>2.8</td>
<td>2.5</td>
<td>3.3</td>
<td>2.0</td>
</tr>
<tr>
<td>CARSON, ANNAMARIE</td>
<td>2.9</td>
<td>2.7</td>
<td>2.8</td>
<td>3.3</td>
<td>4.0</td>
<td>3.5</td>
</tr>
<tr>
<td>DENNY, MICHELLE</td>
<td>2.5</td>
<td>2.0</td>
<td>2.4</td>
<td>2.8</td>
<td>2.0</td>
<td>2.8</td>
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<tr>
<td>CORDELL, PRISCILA</td>
<td>2.4</td>
<td>-</td>
<td>-</td>
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</table>
# Observation Report for TOBIN ANDERSEN

**ID# 723669661**

## Year-to-Date Summary

<table>
<thead>
<tr>
<th>Date Conducted</th>
<th>Observer</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 28, 2014 - Spring 2014</td>
<td>L. Login - Leadership Walkthrough</td>
<td>3.0 Proficient</td>
</tr>
</tbody>
</table>

### Domain / Expectation / Subskill | Score (1-4) | Comments

#### PLANNING AND PREPARATION

- **Demonstrating Knowledge Of Content And Pedagogy**
  - Search For PD
  - Score: 2.7 Proficient

1a.1: Knowledge of content and the structure of discipline
- Search for PD
  - Score: 3.0 Proficient
  - Reviewer Comments: Login, Leadership KJH Hidouhs

1a.2: Knowledge of prerequisite relationships
- Search for PD
  - Score: 2.0 Basic

1a.3: Knowledge of content - related pedagogy
- Search for PD
  - Score: 3.0 Proficient

- **Demonstrating Knowledge Of Students**
  - Search For PD
  - Score: 2.8 Proficient

1b.1: Knowledge of child and adolescent
- Score: 2.0
<table>
<thead>
<tr>
<th>Topic</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating An Environment Of Respect And Rapport</td>
<td>3.0</td>
<td>Reviewer Comments: Login, Leadership. Student interactions are generally polite and respectful. Students do not demonstrate disrespect for one another.</td>
</tr>
<tr>
<td>Establishing A Culture For Learning</td>
<td>2.0</td>
<td>Reviewer Comments: Login, Leadership. Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.</td>
</tr>
<tr>
<td>Managing Classroom Procedures</td>
<td>3.0</td>
<td>Reviewer Comments: Login, Leadership. Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.</td>
</tr>
</tbody>
</table>
PD 360: Utilizing Questions, Cues, and Avance Organizers (Segment 3 of 10 of this program)

John Smith

Image of a classroom with students and a girl raising her hand.

Reflection Questions
How do you strive to set the proper emotional state for your students before beginning your instructions?

Question 1 of 3

Watch Journal Reflect Connect

Not saved

Info Guidebook Share

School Improvement Network.
Let’s take a deeper look!
11th-12th Grade Music: Analyzing Handel's Messiah

Common Core State Standards
ELA-LITERACY SL.11-12.1

Lesson:
Analyzing Handel's Messiah
CCSS ELA-Literacy Standard:
SL.11-12.1
NCAS Music Standards:
MU:Cr1-E.IIa, MU:Cn11-E.IIa

Reflection Questions

How does Mr. Taylor effectively incorporate principles of literacy and social studies in his lesson?

Auto-save
Follow-up Questions

How have you effectively incorporated cross-curricular content in your classroom since viewing this segment?

Follow-up questions are available 72 hours after completion of reflection questions.

Follow-up Questions

How have you supported effective student collaboration in your classroom?

Follow-up questions are available 72 hours after completion of reflection questions.
**Teacher Lesson Plan**

**Teacher:** Jim Taylor  
**School Name:** McNary High School  
**Location:** Salem, Oregon  
**Lesson Date:** December 5, 2013

<table>
<thead>
<tr>
<th>Grade Level: HS</th>
<th>Content Area: Choir</th>
<th>Lesson Duration: 60 min., part 1 of 1</th>
</tr>
</thead>
</table>

**Summary/Overview**
In this lesson, students discuss the historical, cultural, and religious context and imagery of three pieces from Handel’s *Messiah*: “And the Glory of the Lord,” “Glory to God,” and “And He Shall Purify.” Students also discuss various techniques Handel employed in composing the pieces and work to incorporate important artistic and literary elements in their performance of the pieces.

**Skill-Based Objectives & Deliverables**
- Students will investigate and analyze the text used for composing three pieces of music.
- Students will look for compositional technique that enhances the performance of the text and apply aural technique to bring it to life.
- Students will be able to discuss dialog cited within the song and from other studies, the intent of the composer and use of compositional technique.

**Standard(s) Addressed**
- [CCSS.ELA-LITERACY.SL.11-12.1](https://www.ccssmilwaukie.org/standards/cccsl-ela-literacy-sl-11-12-1) Participate in discussions on grades 11–12 topics and texts.
- [MU:Cr1-E.lla](https://www.ccssmilwaukie.org/standards/mucr1-e-lla) Use outside research to prepare an arrangement for a specified purpose or context.
- [MU:Cn11-E.lla](https://www.ccssmilwaukie.org/standards/mucn11-e-lla) Demonstrate the compositional devices, theoretical and structural aspects, the contexts, and the creator’s intent, and discuss how these elements impact performance.

**Materials & Supplies**
- Document camera, projector, piano, sheet music of Handel’s *Messiah* (if students don’t have it memorized)
### Learning Progression

**Standard: Grade 3 / Speaking & Listening / 3**  
**SL.3.3**

**Grade 3**  
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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**K-12 Learning Progression**  
**Anchor Standard**

**Comprehension and Collaboration**  
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

<table>
<thead>
<tr>
<th>SL.2.3</th>
<th>SL.3.3</th>
<th>SL.4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>Grade 3</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
<td>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
<td>Identify the reasons and evidence a speaker provides to support particular points.</td>
</tr>
</tbody>
</table>
Danielson Focus Folders

Learning Targets

Processes of Me
Courses
Portfolio
Observations
Catalogs
Focus Objectives
Reflection Questions
Group Tasks