

Teacher: Suzy Greenburg
Date: May 29, 2026
Framework: Georgia - TKES

1: Professional Knowledge

Needs Dev.

The lesson demonstrated some alignment with professional knowledge as the teacher reviewed assignment directions and expectations with the class. However, the specific academic standards associated with the learning target were not visibly posted or explicitly referenced during the observation period, which limited the effectiveness of the lesson in this area.

- The teacher reviewed all assignment directions and expectations with the class.
- The specific academic standards associated with the learning target were not visibly posted or explicitly referenced during the observation period.

2: Instructional Planning

Proficient

The lesson plan included clear directions and expectations, with a visible countdown timer to help students manage their time effectively. The teacher provided differentiated resources for ESOL students, demonstrating an understanding of varied student needs, although explicit checks for understanding were not detailed.

- The teacher maintained a visible countdown timer on the board, helping students manage their time and remain aware of lesson pacing.
- The teacher provided assignment resources in Spanish for the two ESOL students in the classroom.

3: Instructional Strategies

Exemplary

The instructional strategies employed were highly effective, as the teacher facilitated independent work while circulating to provide individualized support. The teacher's questioning and feedback prompted critical thinking, encouraging students to improve their presentations and engage deeply with the content.

- The teacher circulated continuously throughout the classroom, monitoring progress, answering questions, and providing individualized support.
- The teacher challenged students to improve the quality of their work through specific feedback, stating, 'Don't be afraid to make your text larger on your slide.'

4: Differentiated Instruction

Exemplary

Differentiated instruction was evident as the teacher provided multiple access points, including resources in Spanish for ESOL students and a fidget tool for a restless student. The teacher's circulation with a plan allowed for tailored support based on individual student needs, promoting an inclusive learning environment.

- The teacher provided assignment resources in Spanish for the two ESOL students in the classroom.
- The teacher quietly provided a silent fidget tool without disrupting instruction, proactively supporting the student's self-regulation needs.

5: Assessment Strategies

Needs Dev.

While the teacher provided constructive feedback during the lesson, there was no evidence of a structured assessment strategy or clear rubrics for students to evaluate their work against. This lack of formal assessment methods limited the ability to gauge student understanding effectively.

- The teacher provided frequent positive reinforcement and constructive feedback.
- There was no evidence of aligned formative checks or clear rubrics/exemplars provided.

6: Assessment Uses

Needs Dev.

The teacher's feedback was positive and constructive, but there was no indication that recent data from checks for understanding was used to adjust instruction immediately. The feedback provided was more general and did not include specific next steps for improvement.

- The teacher frequently checked for understanding and asked students whether they needed assistance.
- Feedback was actionable but did not include specific next steps.

7: Positive Learning Environment

Exemplary

The classroom environment was clearly structured and supportive, with established routines that facilitated smooth transitions. The teacher demonstrated calm and consistent responses to student needs, fostering a respectful culture where students felt safe and engaged.

- The classroom environment reflected a welcoming, student-centered atmosphere.
- The teacher discreetly checked on a disengaged student and provided support without disrupting instruction.

8: Academically Challenging Environment

Exemplary

The lesson provided academically challenging tasks that required students to think critically about their presentations. The teacher set high expectations and encouraged students to engage in productive struggle by challenging them to improve their work while maintaining ownership over their learning.

- Students were actively researching, designing slides, and making choices about how to present information.
- The teacher challenged students to improve the quality of their work through specific feedback.

9: Professionalism

N/A

No evidence was observed regarding professionalism, including adherence to confidentiality or contributions to professional learning communities.

10: Communication

Exemplary

The teacher communicated directions clearly and checked for understanding throughout the lesson. The use of explicit academic language and the establishment of a positive classroom culture facilitated effective communication between the teacher and students.

- The teacher reviewed all assignment directions and expectations with the class.
- The teacher stated, 'Success is a choice,' and students responded in unison, demonstrating established classroom traditions.

Overall Summary

The observed lesson showcased a strong emphasis on student engagement and differentiated instruction, with the teacher effectively facilitating independent research projects and providing individualized support. The classroom environment was positive and welcoming, contributing to high levels of student participation and ownership of learning. However, areas for growth include the need for clearer assessment strategies and the explicit posting of academic standards to enhance alignment with professional knowledge. Overall, the lesson was effective in promoting a student-centered approach while maintaining high expectations.