

**Employee:** Steve Schrack  
**Supervisor:** Jennifer Bertagni

**Created Date:** 4/1/2025  
**Completed Date:** In Progress

## Key Dates

Pre-Observation Conference: Not Scheduled  
Observation Date: Not Scheduled  
Post-Observation Conference: Not Scheduled  
Authenticated (Employee): Not Signed  
Authenticated (Supervisor): Not Signed

## Detailed Observation Evidence

### Domain 1 - Planning

#### 1a. Knowledge of Content and Pedagogy

● Proficient (Employee)

Steve Schrack	Evidence	4/16/2025 01:20:26 PM
<b>What is the content to be taught?</b> This lesson focuses on bias in the workplace—specifically, unconscious bias in hiring practices, and the laws governing employment applications and interviews. Key content includes: <ul style="list-style-type: none"><li>• Understanding and identifying types of unconscious bias (e.g., race, gender, age, appearance)</li><li>• Differentiating between permitted and prohibited interview questions</li><li>• Exploring legal protections enforced by the Equal Employment Opportunity Commission (EEOC) and the Americans with Disabilities Act (ADA)</li><li>• Applying employment law concepts in a mock interview roleplay to identify and reflect on bias</li><li>• Preparing for real-world job application scenarios with an understanding of ethical and legal guidelines</li></ul>		
<b>What prerequisite learning is required?</b> Prior to this lesson, students must have completed instruction on foundational U.S. federal employment laws and acts, including but not limited to: <ul style="list-style-type: none"><li>• Fair Labor Standards Act (FLSA)</li><li>• Family and Medical Leave Act (FMLA)</li><li>• Americans with Disabilities Act (ADA)</li><li>• Occupational Safety and Health Act (OSHA)</li><li>• Workers' Compensation laws</li><li>• Civil Rights Act (Title VII)</li></ul>		
This foundational knowledge enables students to better understand the legal context of employment bias and the importance of lawful hiring practices. It ensures that students are equipped to evaluate interview scenarios both ethically and legally, supporting higher-order analysis and application throughout the lesson.		

Jennifer Bertagni	Evidence	5/8/2025 10:34:24 AM
12:24:23 PM - Recaps laws that were taught in previous lessons		

#### 1b. Demonstrating Knowledge of Students

● Proficient (Employee)

Steve Schrack	Evidence	4/16/2025 02:06:39 PM
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This business law class consists of a diverse group of high school students with varying learning styles and academic needs. A few students have documented accommodations, including preferred seating, extended time on assessments, and demonstrated greater success when engaging in interactive class activities rather than completing independent worksheets. Overall, the class responds well to hands-on, discussion-based instruction, and benefits from visuals, real-world applications, and structured routines.

**Modifications for Groups or Individual Students:**

1. **Preferred Seating** – Students (BH, JC, ML) with seating accommodations will be placed in their assigned or most effective locations to ensure they are comfortable and focused.
2. **Extended Time** – For the exit ticket and next-day quiz or case study, students with extended time will be permitted additional minutes to complete their responses, either during class or with a pass to finish later in a quiet location.
3. **Interactive Learning Instead of Worksheets** – Because several students show stronger engagement with collaborative or movement-based activities, this lesson avoids traditional worksheets and instead emphasizes:
  - o A Kahoot review game to reinforce prior learning
  - o Pair-share discussions integrated into the guided notes
  - o A mock interview roleplay, giving students hands-on experience with the material
  - o A comical video sample, which adds humor and visual support for different learners
4. **Visuals and Structured Guidance** – The guided notes and PowerPoint include clear structure and visual examples to support students who benefit from step-by-step instruction.
5. **Group Pairing Considerations** – For the mock interviews, student pairings will be strategically assigned or adjusted as needed to support those who may be shy, need additional support, or work best with specific peers.

By leveraging student strengths, honoring accommodations, and incorporating multiple modes of instruction, this lesson is designed to be inclusive, engaging, and accessible for all learners.

Jennifer Bertagni

Evidence

5/8/2025 10:34:24 AM

12:32:41 PM - Gives taps or nudges to kids off task

1c. Setting Instructional Outcomes

● Proficient (Employee)

Steve Schrack

Evidence

4/16/2025 11:20:35 AM

During this lesson, students will:

1. **Understand the concept of unconscious bias** and how it can influence workplace dynamics, particularly in hiring and evaluations.
2. **Identify common types of workplace bias** (e.g., gender, age, race, appearance) and explain how they manifest in employment decisions.
3. **Analyze and apply employment application laws**, including questions that are legally permitted versus those that are prohibited, based on EEOC and ADA guidelines.
4. **Recognize how bias can impact the interviewing and hiring process**, and explain the potential legal and ethical consequences for employers.
5. **Practice critical thinking and self-awareness** through the Mock Interview Bias Roleplay, reflecting on how personal bias might affect interview behavior and decision-making.
6. **Demonstrate the ability to distinguish between appropriate and inappropriate interview questions**, reinforcing knowledge of legal standards and ethical considerations in the hiring process.

These outcomes aim to build students' legal literacy and ethical understanding in employment practices, while also fostering self-awareness and empathy through experiential learning.

Jennifer Bertagni

Evidence

5/8/2025 10:34:24 AM

12:20:22 PM - Today's activities posted on smart board for every class period

1d. Demonstrating Knowledge of Resources

● Proficient (Employee)

**What resources were considered for this lesson and rejected? Why?**

For this lesson, I intentionally avoided using Edpuzzle and traditional worksheets. While those tools can be effective, the previous class was very paper-based and lecture-driven, so I wanted to keep this lesson more interactive to promote student engagement, movement, and dialogue. Edpuzzle was considered but rejected because it would have limited the opportunity for real-time discussion, and standard worksheets were avoided to prevent passive learning and worksheet fatigue.

**What resources will be used? Why?**

To promote student interest, collaboration, and deeper understanding, I selected a variety of resources that support active learning:

**1. PowerPoint Presentation: "Employment Law & Bias in the Workplace"**

- This will guide the structure of the lesson and introduce legal concepts in a clear, visual format. It helps keep the class focused while allowing time for discussion and activities.

**2. Two Short Introductory Videos**

- One video introduces the concept of unconscious bias, and the other focuses on an interviewing sample based on millennial perspectives. These videos serve as anticipatory sets to spark curiosity and help students connect with the day's content.

**3. Pair-Share Activity: "What Bias Looks Like"**

- Students reflect on and share examples of personal bias in pairs. This activity builds self-awareness and prepares students for the more involved mock interview activity. It also increases participation and encourages meaningful dialogue.

**4. Mock Interview Bias Roleplay**

- Students work in pairs to conduct mock interviews using biased role cards. This hands-on activity allows them to apply what they've learned and reflect on how bias can affect real-world hiring decisions. It also gives students a chance to practice soft skills like communication and professionalism.

**5. Google Form Exit Survey: "Employment Law & Bias in the Workplace"**

- Used at the end of class to check for understanding and allow students to reflect on how their perceptions may have changed. It also provides me with quick feedback to inform instructions moving forward.

**6. Case Study and Short Quiz (Friday, May 2nd)**

- These assessments on the following day will help solidify learning and measure student understanding of legal and ethical hiring practices in a more traditional, yet balanced way.

**In summary**, this lesson was designed to be highly interactive to balance out previous content-heavy instruction. The selected resources support meaningful conversation, hands-on practice, and reflective thinking—all of which are essential in preparing students for both academic and real-world success.

12:43:17 PM - Quick video embedded into notes

1:02:58 PM - Video to demonstrate poor interview skills

1e. Designing Coherent Instruction

- Proficient (Employee)

Brief Steps of the Lesson:

- 1. Kahoot Review** (8 minutes) – Begin class with a 12-question Kahoot covering key concepts from the previous two lessons on federal employment laws (FMLA, FLSA, Workers' Comp, etc.) to reinforce prior learning and prepare students for the new content.
- 2. Anticipatory Set** (2 minutes) – Video on Unconscious Bias – Show a short introductory video to spark interest and help students begin thinking critically about bias in the workplace.
- 3. Guided Notes Presentation** (15 minutes) – Use the PowerPoint to introduce key content, including types of unconscious bias, legal vs. illegal interview questions, and EEOC/ADA guidelines.
  - *Includes Pair-Share Activity:* During this section, students pause to reflect and share personal biases and how they think others may perceive them.
  - *Comical Interviewing Sample* – Show a humorous video that demonstrates poor interview behavior and bias to lighten the mood and reinforce key concepts.
- 4. Mock Interview Bias Roleplay** (8 minutes) – Students pair up and take turns interviewing each other using biased character profiles.
- 5. Class Debrief Discussion** (5 minutes) – Facilitate a whole-class reflection on the activity, focusing on how bias showed up in the interviews and how it connects to legal hiring practices.

6. **Exit Ticket** (5 minutes) – Google Form Survey – Students complete the “Employment Law & Bias in the Workplace” exit survey to reflect on the lesson and demonstrate understanding.

Jennifer Bertagni Evidence

5/8/2025 10:34:24 AM

12:26:32 PM - Reviewing for whole class and seniors who were away on the trip

12:36:35 PM - Reviews answers to some questions as they go

### 1f. Designing Student Assessment

● Proficient (Employee)

Steve Schrack Evidence

4/16/2025 11:30:49 AM

To assess the learning outcomes from the lesson on workplace bias, interviewing practices, and employment application laws, the following assessments will be implemented:

#### **1. Class Activity: Mock Interview Bias Roleplay**

- **Measurement:** Students will engage in a mock interview, alternating roles as interviewer and applicant while working with assigned biased profiles. After the interviews, students will participate in a class debrief.
- **Success Criteria:** Students can articulate how bias may have affected the questions asked or the tone of the interview, and relate their experience to real-world hiring practices and legal concerns.

#### **2. Exit Survey – Google Form: Employment Law & Bias in the Workplace**

- **Measurement:** Students will complete an exit ticket using a Google Form titled “Exit Survey: Employment Law & Bias in the Workplace.”
- **Success Criteria:** Students reflect on the impact of bias, recall key points from the lesson, and demonstrate understanding of what constitutes fair and legal interview behavior.

#### **3. Case Study Analysis (Friday, May 2nd)**

- **Measurement:** On the following day, students will complete a written case study analysis involving a hiring scenario where bias and/or discriminatory questions may be present.
- **Success Criteria:** Students accurately identify biased or illegal practices, cite relevant laws (e.g., EEOC, ADA), and provide appropriate alternatives or solutions for fair hiring procedures.

#### **4. Short Quiz (Friday, May 2nd)**

- **Measurement:** Students will complete a short quiz that includes multiple-choice and true/false questions covering:
  - Types of bias
  - Legal vs. illegal interview questions
  - Role of the EEOC and ADA in the hiring process
- **Success Criteria:** Students score at least 80%, demonstrating comprehension and the ability to apply legal knowledge to employment scenarios.

#### **5. Participation & Engagement**

- **Measurement:** Observation of student involvement during the mock interviews and class discussion.
- **Success Criteria:** Students actively participate, remain on task, and engage in respectful and thoughtful discussion about bias and employment law.

#### **Overall, success looks like:**

- Students can recognize and explain bias in hiring, distinguish between permitted and prohibited interview questions, and apply legal concepts to mock scenarios or real-world examples with confidence and accuracy.

12:26:45 PM - Has everyone log into Kano or for review game

1:14:20 PM - Exit ticket to finish for hw

## Domain 2 - Classroom Environment

### 2a. Creating an Environment of Respect and Rapport

● Proficient (Employee)

No comments

### 2b. Establishing a Culture for Learning

● Proficient (Employee)

12:23:48 PM - Smart tv has announcements running in the back of the room

12:44:53 PM - Students filling in outline notes packet as presentation goes

### 2c. Managing Classroom Procedures

● Needs Improvement (Employee)

12:22:44 PM - Attendance taken as students enter

12:24:07 PM - Mr. S gets class's attention to begin

12:28:07 PM - Students sign out and take pass for restroom

12:41:05 PM - Mr. S tells students to get notes packets out

1:08:53 PM - During video students given a small sheet of paper to practice interviewing

I recognize that I need improvement in consistently managing cell phone usage during class discussions. While I have established clear expectations and procedures, I have noticed that some students still use their phones, which can reduce their participation and engagement. This is an area where I want to improve to create a more focused learning environment.

#### **My Plan for Improvement:**

- I will clearly state and review cell phone expectations at the start of each class and again before discussions begin.
- I will post visible reminders and give quick verbal cues to reinforce expectations consistently.
- I plan to incorporate structured "phone breaks" or designate a storage area so students are less tempted to use their phones during instruction.
- I will increase interactive elements and student-led components during discussions to keep students actively engaged and minimize off-task behavior.
- I will monitor compliance closely and redirect calmly and consistently when off-task phone use occurs.

By implementing these steps, I am confident that I can improve classroom procedures, reduce distractions, and increase student engagement during class discussions.

### 2d. Managing Student Behavior Expectations

● Proficient (Employee)

Jennifer Bertagni Evidence 5/8/2025 10:34:24 AM

12:45:56 PM - Most students engaged and listening and on task; however students on phones, with earbuds, doing other work etc

1:12:53 PM - Gets students attention again to go over bias in interviews

2e. Organizing Physical and Digital Space

● Proficient (Employee)

Jennifer Bertagni Evidence 5/8/2025 10:34:24 AM

12:20:38 PM - Students enter and take their seats at desktops

12:28:59 PM - Inspirational quotes throughout the room

12:29:07 PM - College pennants hung

**Domain 3 - Instruction**

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3a. Communicating with Students

● Proficient (Employee)

Jennifer Bertagni Evidence 5/8/2025 10:34:24 AM

1:02:08 PM - Students asking extension questions

3b. Questioning and Discussion Techniques

● Proficient (Employee)

Jennifer Bertagni Evidence 5/8/2025 10:34:24 AM

12:25:22 PM - Asks some review questions to whole class

12:47:46 PM - Mr. S gives real world examples of "bias"

12:52:17 PM - Asks students to share some of their ideas on bias

3c. Engaging Students in Learning Activities and Assignments

● Proficient (Employee)

Jennifer Bertagni Evidence 5/8/2025 10:34:24 AM

12:28:26 PM - Mr. S checks that everyone is logged into kahoot

3d. Using Assessment in Instruction

● Proficient (Employee)

Jennifer Bertagni Evidence 5/8/2025 10:34:24 AM

12:30:45 PM - How do you know all students participating in kahoot

12:49:53 PM - Pair/share activity: list five things that you think you are biased about

3e. Demonstrating Flexibility and Responsiveness

● Proficient (Employee)

Jennifer Bertagni Evidence 5/8/2025 10:34:24 AM

12:23:06 PM - Extra copies printed for students who were absent/lost their packets

12:43:44 PM - Mr. S constantly walking around the room

1:10:32 PM - Works with a student who doesnt have a pair

#### **Domain 4 - Professional Responsibilities**

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##### 4a. Reflecting on Teaching

● Proficient (Employee)

No comments

##### 4b. Maintaining Accurate Records

● Proficient (Employee)

No comments

##### 4c. Communicating with Families

● Proficient (Employee)

No comments

##### 4d. Participating in a Professional Community

● Proficient (Employee)

No comments

##### 4e. Growing and Developing Professionally

● Proficient (Employee)

No comments

##### 4f. Showing Professionalism

● Proficient (Employee)

No comments