Observation of Candidate **Tosha Cook**

* Teacher: **Debra Gainer**
* Supervisor: **Kristen Trent**
* Observation Date: **2/12/13**
* School: **Farragut Primary School**
* Grade: **2**
* Subject: **Language Arts**
* Observation Type: **Announced Observation  Full length  63 minutes**
* Topic of Lesson: **Identifying author's purpose**

 Candidate Class: **Residency II**

**Planning**

* Instructional Plans: **5 Significantly Above Expectations**   **Evidence:** Lesson plan is extremely well organized, detailed, and well written! All objectives, materials, activities, and assessments are aligned to CCSS, sequenced from basic to complext, built upon prior learning, relevant to real lives of students, and provide appropriate time for Ss work and reflection. In addition, all plans are research based as evidenced in written academic rationale.
* Student Work: **4**   **Evidence:** Activities and assessments require Ss to organize, interpret, draw conclusions, analyze, and evaluate.
* Assessment: **4**   **Evidence:** Plans for assessment are aligned with CCSS in both formative and summative formats using formal and informal evaluation methods. Written and performance tasks are required, and the T has modified assessments for Ss with IEPs and other needs. (If measurement criteria such as a rubric had been outlined, this category would have been rated a 5.)

**Environment**

* Expectations: **5 Significantly Above Expectations**   **Evidence:** T sets high and demanding yet achievable expectations for all Ss. T created learning opportunities that were differentiated to allow all Ss to demonstrate mastery at a developmentally appropriate level.
* Managing Student Behavior: **5 Significantly Above Expectations**   **Evidence:** Ss were consistently engaged, on-task, and well behaved. T praised Ss behavior as warranted and redirected as needed with a call/response technique.
* Environment: **5 Significantly Above Expectations**   **Evidence:** The supervisor wishes that a higher score could be established for this category! The room is warm and welcoming to guests, parents, other faculty and staff, and students. It is well organized with materials readily available. Room arrangement allows for Ss to interaction in whole group, small group (tables), and individual settings. It is a positive, encouraging environment!
* Respectful Culture: **5 Significantly Above Expectations**   **Evidence:** As evidenced in the field notes, not only were T/S interactions positive and caring, but S/S interactions were as well. T made connections to knowledge of Ss lives outside of school (Z loves his sweet tea!) and went out of her way to turn a student's misconception into a learning opportunity by modeling her similar mistake and thinking.

**Instruction**

* Standards and Objectives: **4**   **Evidence:** Learning objectives are clearly communicated and reviewed thoughout the lesson in child friendly language. Learning objectives are based on previous learning and the lesson builds on student knowledge in the real world as well.
* Motivating Students: **4**   **Evidence:** T organized content in a meaningful, engaging, and fun way using character voices and variety of tasks as noted below in Activites and Materials.
* Presenting Instructional Content: **4**   **Evidence:** T used visuals on Activeboard with sound effects as well as a high quality children's book to capture attention. T frequently modeled while presenting content in logically sequenced fashion from basic to complex.
* Lesson Structure and Pacing: **4**   **Evidence:** Lesson started promptly and had a coherent beginning, middle, and end. Pacing was appropriate and provided for different learning rates.
* Activities and Materials: **5 Significantly Above Expectations**   **Evidence:** Activities and materials supported objectives, are challenging yet DAP, sustained a variety of thinking, are relevant, and involved game like simulations.
* Questioning: **4**   **Evidence:** T asked a high frequency of questions and planned for both oral and written higher order thinking opportunities. T called on a variety of volunteers and non-volunteers. T used paddleboards as an active response technique.
* Academic Feedback: **3 At Expectations**   **Evidence:** T circulated throughout the room during Ss work to provide assistance, praise, and redirection as needed. T referred Ss to text to find and cite evidence.
* Grouping Students: **4**   **Evidence:** Ss worked in whole group, with partners, and as individuals. Students who are struggling worked in a small group with additional T support.
* Teacher Content Knowledge: **4**   **Evidence:** T displayed extensive content knowledge about discerning author's purpose and had researched the difference in associated terms for CCSS and state standards. T modeled her thinking aloud for Ss.
* Teacher Knowledge of Students: **5 Significantly Above Expectations**   **Evidence:** T has anticipated learning difficulties and the need for advanced learning for Ss in her class. Not only has she modified instruction, but the assessment are differentiated as well to allow each student success. I'm very impressed!!!
* Thinking: **3 At Expectations**   **Evidence:** Ss were actively engaged in analytical thinking by evaluating and explaining answers.
* Problem Solving: **3 At Expectations**   **Evidence:** Students engaged primarily in categorization activities.

**Areas of Strength:** Planning, differentiation of student work and assessment, all aspects of environment

**Area(s) to Improve:** Plans for academic feedback need to be tied to measurable criteria. I'm sure you have detailed plans for how you will do this. Just make that visible in your lesson plan and when talking with Ss so you get credit for the wonderful things you do!

**Additional Comments:** Tosha, your lesson today was outstanding! Thank you for your hard work! Your passion for teaching is obvious!