Observation of Candidate **Tosha Cook**

* Teacher: **Debbie Gainer**
* Supervisor: **Kristen Trent**
* Observation Date: **3/7/13**
* School: **Farragut Primary**
* Grade: **2**
* Subject: **Language Arts**
* Observation Type: **Announced Observation  Full length  60 minutes**
* Topic of Lesson: **Character development through major events and responses**

  Candidate Class: **Residency II**

**Planning**

* Instructional Plans: **5 Significantly Above Expectations**   **Evidence:** Lesson plans are well written and well organized containing goals and objectives that are aligned to state and CCSS standards. Activities are sequenced from basic to complex and are developmentally appropriate. Plans build on prior knowledge and provide appropriate time for students to work on the skill. Opportunities for differentiation in both lesson presentation and assessment are planned.
* Student Work: **5 Significantly Above Expectations**   **Evidence:** Assignments require Ss to organize, interpret, analyze, summarize, and evaluate through writing.
* Assessment: **5 Significantly Above Expectations**   **Evidence:** Plans for assessment include both formative and summative evaluations featuring active participation in class activities, answering review questions using paddle board responses, creating evidence sheets of events and responses, and reflection on metacognition.

**Environment**

* Expectations: **5 Significantly Above Expectations**   **Evidence:** Attributed to both the mentor and the T, high and demanding academic expectations are set for every child. Ss are encouraged to learn from their mistakes and are validated when making attempts. Success for every child is ensured through differentiated tasks and materials as well as assessment. Instructional time is maximized.
* Managing Student Behavior: **4**   **Evidence:** Ss are consistently well behaved and on task. T reviews rules for learning before lesson begins and uses praise when warranted and redirection as needed. T's disposition is calm and accepting of every child.
* Environment: **5 Significantly Above Expectations**   **Evidence:** This classroom is an exemplar of a warm, welcoming environment for Ss, Ts, and guests. It is well organized with supplies and materials readily available. Ss work is displayed and posting frequently change to reflect current learning. Organizational arrangements for group and individual learning are visible.
* Respectful Culture: **4**   **Evidence:** Not only are T/S interactions positive and caring, but S/S interactions are warm and encouraging as well. T seeks out opinions of Ss and tries to incorporate Ss interests into her lessons.

**Instruction**

* Standards and Objectives: **4**   **Evidence:** Learning objectives and standards are clearly communicated in child friendly language and are displayed and referenced throughout the lesson. Objectives are connected to previous learning and are logically sequenced with thought to previous knowledge and life experiences.
* Motivating Students: **4**   **Evidence:** T organizes content that is meaningful and relevant to Ss and develops learning experiences where curiosity and inquiry are valued and encouraged.
* Presenting Instructional Content: **4**   **Evidence:** used a variety of visuals and modeled performance expectations at multiple points during the lesson with concise communication and logical segmenting.
* Lesson Structure and Pacing: **4**   **Evidence:** Lesson began promptly and had a coherent beginning, middle, and end. Pacing is developmentally appropriate and provides time for Ss who progress at different rates. Routine and procedures are efficient and seamless with little instructional time lost to transitions.
* Activities and Materials: **4**   **Evidence:** All activities were aligned to objectives and were designed to elicit a variety of thinking with curiosity and suspense. Multimedia and T made resources were used, as were technology incorporations such as a recorded reading of the book using Garage Band to enhance character voices and tone.
* Questioning: **4**   **Evidence:** T used a high frequency of questions with thought and attention to include higher order thinking skills as well. Questions are sequenced in logical order as related to instructional goals and sometimes require active response. T calls on a variety of volunteers and non-volunteers. Great interactive style of questioning during the enhanced read-aloud.
* Academic Feedback: **4**   **Evidence:** Both oral and written academic feedback was provided for in the lesson plan. Oral feedback was evidenced during the lesson as the T circulated around the room and offered assistance as needed and praise when warranted while Ss were working on guided practice activities. Feedback from Ss was used to guide and adjust instruction.
* Grouping Students: **3 At Expectations**   **Evidence:** Students worked in whole groups, shared ideas with Wise Owl Pals, and completed individual GOs.
* Teacher Content Knowledge: **4**   **Evidence:** T displayed excellent grasp of objective. T implemented a variety of strategies to engage and enhance Ss learning. Limited content was covered to allow for deep exploration.
* Teacher Knowledge of Students: **5 Significantly Above Expectations**   **Evidence:** T regularly plans for differentiation for Ss and anticipates difficulties as she plans for success for all.
* Thinking: **3 At Expectations**   **Evidence:** Ss are actively involved in multiple aspects of analytical thinking.
* Problem Solving: **3 At Expectations**   **Evidence:** T implemented activities that taught both identifying relevant information and drawing conclusions.

**Areas of Strength:** Planning for individual student needs in an exceptional strength of this teacher!

**Area(s) to Improve:** \*\*While you did a good job of calling on lots of different Ss, I did notice that you called on Z. and L. frequently. I think you were calling on Z. to draw him into the lesson, and if that's the case, you'll want to note that on your lesson plan so the evaluator understands the purpose.

**Additional Comments:** Wonderful work, Tosha! Thank you for sharing your class and your hard work with me!