Observation of Candidate **Tosha Humphrey**

* Teacher: **Debbie Gainer**
* Supervisor: **Kristen Trent**
* Observation Date: **4/25/13**
* School: **Farragut Primary School**
* Grade: **Second**
* Subject: **Language Arts**
* Observation Type: **Announced Observation  Full length  60 minutes**
* Topic of Lesson: **Historical events and scientific ideas in text**

 Candidate Class: **Residency II**

**Planning**

* Instructional Plans: **5 Significantly Above Expectations**   **Evidence:** Lesson plans are extremely 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 other content areas, as well as providing appropriate time for students to work on the skill. Opportunities for differentiation are extremely well planned.
* Student Work: **5 Significantly Above Expectations**   **Evidence:** The T has planned for active engagement in organizing and synthesizing information from a text to a graphic organizer, evaluating and justifying inclusion of events, draw conclusions, and produce extended writing pieces.
* Assessment: **5 Significantly Above Expectations**   **Evidence:** Plans for assessment include both formative and summative evaluations featuring active participation in class activities, creating a timeline, and completing constructed responses to short essay questions. Assessment is differentiated and directly aligned with CCSS. Rubics are provided.

**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 appropriate. Instructional time is maximized.
* Managing Student Behavior: **5 Significantly Above Expectations**   **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: **5 Significantly Above Expectations**   **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, other content areas (math, social studies, and science), and life experiences.
* Motivating Students: **5 Significantly Above Expectations**   **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: **5 Significantly Above Expectations**   **Evidence:** T used a variety of visuals including a personal timeline created with a Web 2.0 tool and displayed on the IWB and a student created timeline based on the life of Henry Ford. T modeled performance expectations and used the think-aloud strategy 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: **5 Significantly Above Expectations**   **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 game like simulations. In addition, the T made reference to connections between this task and other classroom experiences such as on-going research projects with timelines and inventor biographies in the form of lap books.
* Questioning: **5 Significantly Above Expectations**   **Evidence:** T used a high frequency of questions with thought and attention to include higher order thinking skills as well. The exit ticket required a written response to HOTS. 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.
* Academic Feedback: **5 Significantly Above Expectations**   **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: **5 Significantly Above Expectations**   **Evidence:** Ss were grouped in whole group, small group, partner, and independent settings with thought and attention to ability, personality, and temperament. T used colored unifix cubes and colored chips to mark each group and provided differentiated texts and levels of support throughout the lesson. OUTSTANDING!!!!!
* Teacher Content Knowledge: **5 Significantly Above Expectations**   **Evidence:** T displayed excellent grasp making connections between historical and scientific facts via a text. T implemented a variety of strategies to engage and enhance Ss learning. Limited content was covered to allow for deep exploration, as well as providing Ss with perspective of how this assignment and lesson fit into a larger plan for deeper knowledge.
* Teacher Knowledge of Students: **5 Significantly Above Expectations**   **Evidence:** This T is perhaps the BEST resident I have witnessed at knowing Ss needs and regularly planning for differentiation of task, text, time, and testing. I am BLOWN AWAY by her knowledge of her Ss and how she uses that knowledge to tailor instruction for each individual child in the classroom!
* Thinking: **4**   **Evidence:**
* Problem Solving: **4**   **Evidence:**

**Areas of Strength:** Knowledge and grouping of students, differentiation of instruction and assessment, lesson planning, and lesson execution are ALL strengths of this resident!

**Area(s) to Improve:** Continue to grow toward incorporating more higher level thinking and problem solving opportunities.

**Additional Comments:** Excellent work, Tosha! It's hard for me to believe that I was observing a resident today because your work is top notch!!!!