Observation of Candidate **Tosha Cook**

* Teacher: **Debbie Gainer**
* Supervisor: **Kristen Trent**
* Observation Date: **11/27/12**
* School: **Farragut Primary School**
* Grade: **2**
* Subject: **ELA**
* Observation Type: **Announced Observation  Full length  65 minutes**
* Topic of Lesson: **Using illustrations to understand a story**

  Candidate Class: **Residency I**

**Planning**

* Instructional Plans: **4**   **Evidence:** Clear alignment between goals, objectives, and CCSS ELA standards. Tasks were developmentally approriate and sequenced from least to most challenging. Plans for differentiation are specific to individual needs.
* Student Work: **4**   **Evidence:** Students were engaged in assignments that required interpretation, analysis, and evaluation of text and illustrations.
* Assessment: **5 Significantly Above Expectations**   **Evidence:** Formative assessment required Ss to rate their prior knowledge of the skill and describe previous experiences they have had applying the strategy. Summative assessment was clearly measured by criteria the T set forth before Ss began working and involved identifying story grammars, sequencing major events, and illustrating both. T also made provisions for differentiated assessment as noted on the lesson plan.

**Environment**

* Expectations: **5 Significantly Above Expectations**   **Evidence:** While T sat high expectations for all Ss, she was adept at praising effort and redirecting attempts with phrases such as "It's not a right or wrong answer", "Take your time", "Come on, S. I just want you to try." and many others evidenced on field notes. Multiple opportunities for differentiation as noted on the lesson plan for activities, assessments, and interventions also reflect that the T created learning opportunities for all Ss.
* Managing Student Behavior: **5 Significantly Above Expectations**   **Evidence:** Students were amazingly on-task with very little need for redirection. Very impressive considering the short amount of time the T has been with this group of students.
* Environment: **5 Significantly Above Expectations**   **Evidence:** The classroom is well organized and very welcoming to all guests and members. The mentoring teacher has created a haven where all who enter feel calm, connected, and ready to be creative.
* Respectful Culture: **5 Significantly Above Expectations**   **Evidence:** Not only are teacher-student interactions positive and encouraging, but caring student-student interactions were also observed as evidenced in field notes.

**Instruction**

* Standards and Objectives: **5 Significantly Above Expectations**   **Evidence:** Standards and objectives are clearly aligned and communicated with students actively participating in the "mirror" chant. Prior learning and real life connections were also made.
* Motivating Students: **5 Significantly Above Expectations**   **Evidence:** T made explicit connections between the lesson content and community based presentations and an upcoming field trip, as well as modeling and using a think aloud to develop metacognition.
* Presenting Instructional Content: **4**   **Evidence:** Lesson was logically sequenced from least demanding (teacher modeling with whole group participating) to most challenging (completing a graphic organizer with story elements independently).
* Lesson Structure and Pacing: **3 At Expectations**   **Evidence:** Lesson began promptly and provided a coherent structure with B, M, and E. Clear procedures for distributing materials were evidenced with no instructional time lost during transitions. Some elements such as the pre-assessment and summative activity may have been a little advanced for the group and may have taken longer than anticipated. The T did a good job of recognizing both of these elements and provided scaffolding and additional time as noted on field notes and in her self-reflection.
* Activities and Materials: **4**   **Evidence:** T incorporated teacher made materials such as the pre-assessment and summative graphic organizer, both of which support the learning objectives, are challenging, and elicit a variety of thinking.
* Questioning: **4**   **Evidence:** T asked a high frequency of questions with consistent wait time and called on most of the Ss in the class. T asked a variety of questions including those that promote metacognition such as "When do you use pictures to help you?" and "C, why does that change your mind?".
* Academic Feedback: **4**   **Evidence:** T provided verbal feedback in the form of praise when warranted and redirection as needed, as well as individual conferencing with students. Lesson plans indicate that she also plans to provide individual feedback conferences.
* Grouping Students: **3 At Expectations**   **Evidence:** Students worked in whole group and independent settings.
* Teacher Content Knowledge: **5 Significantly Above Expectations**   **Evidence:** T is well prepared, familiar with the objective, and is able to write an academic rationale based on research as evidenced on lesson plan.
* Teacher Knowledge of Students: **5 Significantly Above Expectations**   **Evidence:** Given that the T has been in this setting for only a couple of months for only two days a week, she displayed a great understanding of each student's acadmic and social advances and areas of improvement as evidenced on field notes and in lesson plan.
* Thinking: **3 At Expectations**   **Evidence:** T thoroughly taught analytical thinking in connecting text to illustrations.
* Problem Solving: **3 At Expectations**   **Evidence:** T implemented activites that promoted S thinking by drawing conclusions and predicting outcomes.

**Areas of Strength:** Teacher Knowledge of Students, Content Knowledge, and all areas of the Environment are obvious strengths.

**Area(s) to Improve:** Lesson Pacing, Thinking, and Problem Solving are all areas to expand upon, which are all typical for beginning teachers.

**Additional Comments:** Thanks, Tosha, for your outstanding work! I was very impressed with your lesson plan and how well you were able to reflect upon your teaching!