Self-Assessment of Candidate **Tosha Cook**

* Teacher: **Debbie Gainer**
* Supervisor: **Kristen Trent**
* Observation Date: **2/12/13**
* School: **Farragut Primary School**
* Grade: **Second**
* Subject: **Language Arts - Reading**
* Observation Type: **Announced Observation  Full length  60**
* Topic of Lesson: **RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**

 Candidate Class: **Residency II**

**Planning**

* Instructional Plans: **4**   **Evidence:** All goals, assessments, activities, and materials were aligned to the common core state standards. The assessments used in the lesson were sequenced from basic to complex and built on students' prior knowledge. Students' personal interests and experiences were also used in my planning. I made sure to plan age appropriate learning and activities that would interest each student during multiple parts of this reading block. I also made sure to provided opportunities that would accommodate individual student needs. I provided additional teacher support and modified assessments to allow my ESL, struggling readers/writers, IEP, and resource students to fully participate. Planning for these students to cut the sentence strips and paste them in the appropriate parts of the assessment allowed for me to assess their learning and for them to complete the same task as their classmates within the same time frame. I also provided enrichment activities for my higher students to expand learning and strengthen other learning goals we have been working on (generating asking questions).
* Student Work: **4**   **Evidence:** Students first had to interpret information and decide how it applied to our learning goal and assessments. They organized information through the use of graphic organizers and interactions with their Wise-Owl-Pal. Students were required to analyze when they had to examine the story as a whole and distinguish the main purpose including what the author was trying to answer, describe, or explain. Students synthesized when they created their own point of view: did they believe the wolf's story, why or why not. They also were required to use evidence to support their reasoning (evaluate). There work was also planned based on prior learning of point-of-view.
* Assessment: **3 At Expectations**   **Evidence:** In addition to my notes on my instructional plans, My formative assessment was broken into two parts: 1) Answering questions of what the wolf (aka the author) was trying to persuade the students (aka the reader) to do and using evidence of how he tried to convince them. 2) I asked students to state the main purpose of the text, what the author was trying to answer, explain, or describe, and use evidence from the text to support their answers. Essentially, both assessments asked the same thing in a different way and promoted the deepening of student understanding. One modification I made included my small group I worked with to only complete part one. I also prepared a cause and effect cut and paste activity to help understanding if an individual was unable to successfully produce evidence of learning in the original planned task. My pre/informal assessment was engaging for students because they were able to use their paddle boards to answer questions on an interactive white board activity. "Shirley Ray" was used to assess student learning through questioning disguised as an interview. I did share with students why it is important to know why the author writes a piece and how it can helps us to become stronger readers.

**Environment**

* Expectations: **4**   **Evidence:** I always set high and demanding academic expectations for every student. I am still learning to make these reasonable and achievable, i.e. age appropriate. I want students to aim high and try there best. To continue to encourage individuals to do so, I aim to make these goals obtainable. In this classroom it is a necessity to differentiate instruction and assessment as it is made up of such a diverse group of learners. I provided both opportunities and assessments for all students to experience success without boring my higher leveled learners or being out of reach of my lower leveled learners. I encouraged one particular student to learn from his mistake and helped him to do so by talking it through and using myself as an example making "the same" mistake. Through a comfortable and casual interaction I avoided making the child feel singled out, encouraged him to learn from his mistake, and motivated him to continue to participate.
* Managing Student Behavior: **5 Significantly Above Expectations**   **Evidence:** The students were consistently well-behaved and on task during this lesson. They are aware of rules for learning and behavior and typically are on their best behavior while guests are in the room. During this engaging lesson, students were easily redirected to expected behavior with a simple "class-class." This was my managing strategy to quickly and firmly cease and dismiss the laughter during (during a funny part of the lesson) and redirect their attention to the directions. Student behavior did not call for me to attend to disruptions during this lesson. Students are aware of expectations and consequences, i.e. pulling a card.
* Environment: **5 Significantly Above Expectations**   **Evidence:** Ms. Gainer's classroom welcomes all members and guests. We are consistently welcoming guests through a revolving door of guests in our diverse classroom. It is organized and understandable to all students. Supplies, equipment, and resources are easily and readily: Prior to the lesson, I set out scissors, glue sticks, and the papers for the small group I would be working with. The room displays student work that frequently changes. The room is also arranged to promote individual and group learning.
* Respectful Culture: **5 Significantly Above Expectations**   **Evidence:** All students are treated as equals in this classroom and all interactions demonstrate caring and respect for one another. Each child's needs are considered providing them with positive leaning and emotional outcomes. Students are comfortable working with all classmates during partner and grouping opportunities. Even when the same students are raising their hand to contribute to the lesson, I call on other students to share and interact. Students feel safe in our learning environment and take appropriate risks in learning.

**Instruction**

* Standards and Objectives: **3 At Expectations**   **Evidence:**
* Motivating Students: **4**   **Evidence:** Though I met all requirements of a 3, I included different voices of characters to entertain all students during the learning process. I also encouraged students to produce their best work in a timely fashion for Shirley Ray to write her article for the people back in the woods. I also encouraged students to finish task two as their exit ticket to snack.
* Presenting Instructional Content: **3 At Expectations**   **Evidence:**
* Lesson Structure and Pacing: **3 At Expectations**   **Evidence:**
* Activities and Materials: **3 At Expectations**   **Evidence:**
* Questioning: **3 At Expectations**   **Evidence:**
* Academic Feedback: **3 At Expectations**   **Evidence:**
* Grouping Students: **3 At Expectations**   **Evidence:**
* Teacher Content Knowledge: **3 At Expectations**   **Evidence:**
* Teacher Knowledge of Students: **4**   **Evidence:** I provided differentiated instruction and assessment to meet the needs of each individual learner based on my experience and knowledge of the students. I anticipated all difficulties students expressed and feel that I had additional resources to meet additional difficulties I anticipated.
* Thinking: **3 At Expectations**   **Evidence:**
* Problem Solving: **3 At Expectations**   **Evidence:**

**Areas of Strength:** I feel that planning and motivation are among my areas of strength. I want students to be as excited about learning as I am. I feel that I do well with selecting text and activities to encourage participation, which results in higher levels of participation. I know my students and their needs and plan accordingly to ensure each child's needs are met. I set all students up for success without lowering my expectations.

**Area(s) to Improve:** Though I feel that I did much better with my pacing, I feel that this skill can still use improvement on my part. I believe I will feel more comfortable and this will come more naturally to me with continuous practice. I am also still improving time I allow for the completion of assignments. In areas I scored myself a 3, I believe I can strive for additional evidence in carrying out instruction and ability.

**Additional Comments:** I still have so much to learn and to practice, but feel that I am making progress in my ability with every teaching opportunity I execute. I plan to continue to grow during these learning opportunities and prepare myself to become more familiar with carrying out the requirements of a successful educator.