Observation of Candidate **Tosha Cook**

* Teacher: **Debbie Gainer**
* Supervisor: **Kristen Trent**
* Observation Date: **3/7/13**
* School: **Farragut Primary School**
* Grade: **Second**
* Subject: **Language Arts - Reading**
* Observation Type: **Announced Observation  Full length  60**
* Topic of Lesson: **RL.2.3 Describe how characters in a story respond to major events and challenges.**

 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 have the additional teacher support allowed for me to assess their learning and for them to complete the same task as their classmates within the same time frame. My summative assessment allowed for variations in evidence of mastering the learning goal, among learning levels within the class.
* Student Work: **4**   **Evidence:** Students first had to analyze prior leaning 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 describe the major events/ challenges as well as how the character responded. Students were provided with various opportunities to analyze when they had to examine the story as a whole and distinguish the overall major event/ challenge and how the character responded by summarizing. They also were required to use evidence to support their reasoning (evaluate). Their work was also planned based on prior learning of how characters respond to major events and challenges.
* Assessment: **3 At Expectations**   **Evidence:** In addition to my notes on my instructional plans, My formative assessment was broken into two parts: 1) Think about our thinking while reviewing and analyzing our prior learning opportunities. 2) I asked students to describe major events/challenges and how the character responding with a graphic organizer to take notes of evidence from the text to support their notes. 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 Ms. Gainer worked with to monitor and guide learning of students requiring additional support. My pre/informal assessment was engaging for students because they were able to use their paddleboards to recount prior learning that would benefit them during the lesson. "Shirley Ray" was used to assess student learning through questioning disguised as an interview. I did share with students why it is important to take a deeper look at characters’ personalities to better understand how they will respond to major events and challenges. Thus, strengthening comprehension skills and becoming better 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.
* 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. 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. Ss were consistently engaged, on-task, and well behaved. I praised students' behavior as warranted and redirected as needed with a friendly reminder to raise hands when they students became overwhelmed with excitement while responding. Student behavior did not require me to use any class - call techniques.
* 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 pencils and the papers needed for the small group Ms. Gainer 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 through a pre-recording to entertain all students during the learning process. I also encouraged students to produce their best work in a timely fashion so we could add them in our Dr. Seuss lap books. 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: **4**   **Evidence:** I have thoroughly researched and analyzed the learning goal and used my own prior knowledge of teaching the standard to engage students in expanding learning.
* 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. I am very theatrical and feel that the students share my excitement. I believe I have become stronger in allotting time for the completion of assignments.

**Area(s) to Improve:** Though I did much better with my pacing, I feel that this skill can still use improvement on my part. I would like to feel more natural with my ability to pace and execute the teaching of a lesson. I believe I will feel more comfortable and this will come more naturally to me with continuous practice. In areas I scored myself a 3, I believe I can strive for additional evidence in carrying out instruction and ability.

**Additional Comments:** I used a different approach to teaching today's lesson in hopes to expand my own learning and experience. Though the pre-recording of myself reading the story in different voices was engaging, I wish I had read the book aloud. I feel that my live expression was missing due to the use of technology to deliver the story. 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. I wish I planned for more movement during this lesson.