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 - Reading**
* Observation Type: **Announced Observation  Full length  60**
* Topic of Lesson: **RI.2.3 Describe the connection between a series of historical events and scientific ideas or concepts in a text.**

 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:** Student assessments required students to organize information from an article and record coordinating dates and events on a timeline. They also had to evaluate the importance of events they would include on their timeline. Students had to interpret and analyze information to answer open-ended question. information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.
* Assessment: **4**   **Evidence:** Assessments are directly aligned with state content standards and have measurement criteria (rubric). Assessments measure student performance in more than two ways: in the form of a project (timeline) and short answer. Both formative and summative assesments require written tasks; and include performance checks throughout the school year. For this lesson, I was able to use a more complex article with enrichment opportunities for my advanced students. Every assessment provided students with choices.

**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: **4**   **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: **4**   **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: **4**   **Evidence:** One hundred percent of students earned an E on their timelines. All except one student was able to correctly answer "How would our lives be different if he (Henry Ford) never existed?" Four students were exempt from answering "How is this person an influential part of our history?" All remaining students, except for 1, were able to accurately respond.
* Motivating Students: **4**   **Evidence:** Though I met all requirements of a 3, I included personal connections of students and learning throughout the lesson. I also encouraged students to be good team members. I also encouraged students to finish in time to complete 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:** I provided written and verbal feedback to students. I had a conference with the two students who had misconceptions on separate assessments.
* 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 my ability to differentiate instruction and assessments are among my strengths. I am conscious of each individual student in my planning and motivation of lessons (activities and assessments). 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 my excitement is shared by the students. I believe I have become stronger in allotting time for the completion of assignments.

**Area(s) to Improve:** Though I felt this lesson and my instruction showed great growth, I believe there is ALWAYS room to improve. Thinking and problem solving continue to be my lower strengths and I would like to improve in these areas.

**Additional Comments:** I really saw how much I have grown as a teacher, thus far. I feel that I group students in a way that would result in success for each individual. I continue to try new ideas and take risks, i.e. not teaching the same way or doing the same thing with every objective.