Self-Assessment of Candidate **Tosha Cook**

* Teacher: **Debbie Gainer**
* Supervisor: **Kristen Trent**
* Observation Date: **11/27/12**
* School: **Farragut Primary School**
* Grade: **Second**
* Subject: **Language Arts - Reading**
* Observation Type: **Announced Observation  Full length  60**
* Topic of Lesson: **Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**

 Candidate Class: **Residency I**

**Planning**

* Instructional Plans: **4**   **Evidence:** My instructional plans included measurable and explicit goals aligned to the standards throughout the entire lesson. All activities, materials, and assessments were aligned to the standards, sequences from basic to complex, and built on prior student knowledge. These components are also relevant to students’ lives and integrated other disciplines (predicting and recalling information). The lesson provided appropriate time for student work, reflection, and lesson closure. Time has also been allotted, for students requiring additional time, to complete tasks. Most students completed assignments during the time provided in lesson and those who did not complete tasks during the lesson are nearly finished. The pre-assessment used in this lesson appeared to be too abstract for students to fully feel comfortable in completing without additional questioning and assistance/prompting. They did exceptionally well with all other expectations of the plan. Regular opportunities will be provided with individual, small group, and whole group reading. Activities placed in learning centers will also be provided for deepening and continuing learning. Modifications were addressed to accommodate individual student needs. Students requiring modifications of assessments will be done accordingly. I.E. Identify a character and only 1 detail about that character, identify the setting and 1 detail about the setting, and only 1 major event that happened in the story. Additional time will be provided for these students, as well. If necessary, I will provide additional assistance for students requiring modifications (to meet the needs of their IEPs and 504 Plans) in small group at the reading table. Additional meaningful opportunities were also provided for advanced students.
* Student Work: **5 Significantly Above Expectations**   **Evidence:** Students described the characters, setting, and major events of the story, "Officer Buckle and Gloria," by using the illustrations with the printed text (words). During reading, I stopped to have students look at the illustrations and asked them to describe and analyze the pictures. Then, I prompted them to predict what would happen next in the story. I asked students how the illustrations in the book support the text along with examples to support their response. I asked them to describe the illustration on the front cover: What character is represented in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? I used the Learning Goals Inventory (a set of questions that relate to an identified learning goal in a unit of instruction) to connect what they were learning to personal experiences, both inside and outside of school. Students were required to interpret the illustrations during the read aloud and use these generalizations to produce arguments and predictions. I also encourage students to use the strategy of referring back to the story text and illustrations.
* Assessment: **5 Significantly Above Expectations**   **Evidence:** All of the assessments were aligned with the Common Core State Standard: RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. My summative assessment to determine mastery had clear measurement criteria: Identify a character in the story and provide at least 3 details about the character; Identify the setting and provide at least 1 detail about the setting; Explain at least 3 major events that happened in the story; Draw the character, setting, and major events to coordinate with response. I included multiple questions (as one of my formative assessments) to promote higher order thinking and deepen student learning. I chose to use the LGI, as a preassesment, to activate student thinking about the topic of instruction to targets explicitly identified learning goals. It required them to think about what they already know in relation to the learning goal statement in addition to when and how they may have learned about it. LGI also helps make the target learning goals explicit to students. A key principle of learning is that students must know what the learning target is. Explicitly sharing learning goals with students raises their awareness of what their learning will be focused on. Students followed the lesson and summative assessment with the extended written task of writing their own safety tip accompanied with an illustration. With the extent of written work and illustrations from this lesson, there are options to include student work samples in a portfolio to show progress toward the content standard. Students’ completion of assignments will be used as a guide for future teaching and learning of the objectives for the standard. If the class as a whole proves to be struggling with the goals, then further instruction will be performed in whole group. If only select students show need for further instruction, then small group intervention will be provided. “Guess the Covered Word” will be used for students who show the need for additional instruction. When reading a text (A big book works well for a whole or small group.), I will have students put a sticky note over a word that is unknown to them. Then I will prompt students to look around the word and look at the illustrations for clues to discover the meaning of the word. I will ask students questions and prompt the students to ask each other and myself questions to determine the meaning of the word. Lots of conversation will take place. Grouping: whole or small depending on need.

**Environment**

* Expectations: **5 Significantly Above Expectations**   **Evidence:** I set high and demanding academic expectations, that are achievable, for every student everyday. I guide and prompt them in the direction of understanding without giving them the answers. I encourage students to learn from mistakes by cheering them on to try their best and providing opportunities where there is not one exact correct response. I created several learning opportunities for all students to achieve success through creation. The students took initiative with the learning materials used in this lesson and followed through with their own work. Students are aware of where to place their unfinished work and independently finish it when time permits. The students and I used our time wisely and took advantage of every minute to learn about our lesson goal. I also included various strategies and materials that were easily intertwined with this lesson such as predicting.
* Managing Student Behavior: **5 Significantly Above Expectations**   **Evidence:** There were clear rules for learning and behavior and I believe the students did extremely well with living up to the expectations. The students responded well with my attention grabbers, such as “class; class” – “yes; yes.” It was only necessary to use this technique once, maybe twice during the lesson, to regain focus on learning. I did have to say, “Girls,” once in a low, friendly voice during the read aloud as a couple of girls became off task and distracted. They quickly turned their attention back to the story and participated in the learning experience. I overlooked infrequent movement of students while reading, because I understand staying still for certain periods of time is difficult for a few of the students and they were thoroughly engaged in the story and were on-topic when they participated in discussion. I emphasized expected behavior during transitions through the use of friendly directions with key words such a quietly. The class as a whole was very well behaved and engaged in learning during this lesson.
* Environment: **5 Significantly Above Expectations**   **Evidence:** The classroom welcomes all members and guest. It is organized and understandable to all students. Supplies, equipment, and resources are easily and readily accessible. The classroom displays student work that frequently changes and is arranged to promote individual and group learning.
* Respectful Culture: **5 Significantly Above Expectations**   **Evidence:** It is clearly obvious that teacher-student interactions are demonstrated with caring and respectful behavior of one another. Students raise their hands instead of talking over one another. I, the teacher, refer to individual children by their name. This class is full of smiles and compliments to help boost self-esteem and motivation. I am receptive to the interests of all students and allow opportunities for all to share, comment, or suggest their own thought, opinions, and ideas. I encourage all students to participate opposed to calling on a select few. I emphasize waiting one’s own turn during discussion or waiting to address the teacher. The students are respectful of one another, the teachers, and visitors, as am I. Students are not codependent on the teacher, but feel comfortable seeking assistance when necessary.

**Instruction**

* Standards and Objectives: **5 Significantly Above Expectations**   **Evidence:** All learning objectives and Common Core State Standards were explicitly communicated throughout the lesson with the learning goals posted at the front of the class, on the white board during the read aloud, on the students LGI, and said in choral readings numerous times from beginning to end of the lesson. I had intended on the students “mirroring” the learning goal after the read aloud, but unfortunately only readdressed it after I had excused students back to their seats. The sub-objectives: “I can describe the characters, setting, or plot of a story by using illustrations in a print text.” and “I can analyze key details and events by connecting illustrations to print text in a story.” Both aligned and logically sequenced the lesson’s major objective: RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Learning objectives were connected to previously learned skills of predicting and reading to find out and integrated with life experience like using the picture on a sign to figure out its meaning. Referring back to the text, writing new text, and organizing thought and information were other disciplines integrated into the teaching and learning of this lesson. The standards were displayed in numerous locations of the classroom and referenced throughout the lesson. The evidence provided by formal and informal assessment demonstrates mastery of the objectives by most students.
* Motivating Students: **5 Significantly Above Expectations**   **Evidence:** I chose “Officer Buckle and Gloria” to thoroughly engage student in both the text and the illustrations. I organized the material to include higher order questioning that would not bore or overwhelm learners. The children will be attending Safety City in the spring and have had several safety speeches presented to them thus far, making the story both relevant and meaningful to each student. Inquiry, curiosity and exploration were all modeled as being valuable in the learning experience. I continued to show excitement and use efficient fix-up, predicting, and think aloud strategies to show my own curiosity. I read with enthusiasm and meaning to engage students in the story and learning goal. I continuously encouraged and complimented each student on his or her details and illustrations.
* Presenting Instructional Content: **4**   **Evidence:**
* Lesson Structure and Pacing: **4**   **Evidence:**
* Activities and Materials: **5 Significantly Above Expectations**   **Evidence:**
* Questioning: **5 Significantly Above Expectations**   **Evidence:**
* Academic Feedback: **4**   **Evidence:**
* Grouping Students: **4**   **Evidence:**
* Teacher Content Knowledge: **5 Significantly Above Expectations**   **Evidence:**
* Teacher Knowledge of Students: **5 Significantly Above Expectations**   **Evidence:**
* Thinking: **4**   **Evidence:**
* Problem Solving: **4**   **Evidence:**

**Areas of Strength:** I believe I was extremely enthusiastic and encouraging throughout the learning segment. I feel that I succeeded in motivating the students in participating in discussion, actively listening to the read aloud, and producing their best work. I continued to ask open-ended questions and prompted higher-order thinking to deepen student learning. Students responded well to my expectations and I was able to keep their attention on the learning objectives. I did really well with referencing the standards/ learning goal throughout the lesson. I feel that I was able to answer student questions not by giving them the answers, but instead guiding them through the think-aloud strategy and questioning/ prompts.

**Area(s) to Improve:** I believe I need to improve the pre-assessment I used for this lesson. Though I had hoped to activate student thinking about the learning goal, I found the LGI to be to complex and/or abstract for the students' thinking. Getting their ideas from head to paper is still difficult for them at this time and I think a grand conversation would have been more efficient in achieving my goal. I also wish I had remembered to have students "mirror" the learning goal after the story was read, ass planned. I do believe the students were able to thoroughly grasp the concept of the learning by the time we reached the completion of the lesson.

**Additional Comments:** Though I think it is very important for students to know what they will be learning about, I feel that I lost valuable instruction time with extra time for students to complete the LGI.