

FSEHD Teacher Candidate Observation and Progress Report
for
IMPLEMENTED LESSON PLAN
(Preparing to Teach)

Teacher Candidate: [Redacted] Emplid: [Redacted]

Practicum Professor/College Supervisor's Name: Rainy Cotti

Cooperating Teacher's Name: [Redacted]

Grade Level/Content Area Assignment: 3 / Mathematics

Cooperating School District/School: [Redacted]

Person Completing This Observation (Check one): Cooperating Teacher
 Practicum Professor/College Supervisor

Date: 12/10/10

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance and to assess the Implemented Lesson Plan during Practicum. Prior to the lesson, the observer will review the teacher candidate's lesson plan. During the lesson, the observer takes notes and then completes SECTION ONE of this instrument. SECTION TWO is optional. The observer completes SECTION THREE and FOUR following a post-observation conference with the teacher candidate.

While this is the same Observation and Progress Report used for teacher candidates during student teaching, it is expected that teacher candidates in Practicum will be at an earlier stage of development on the indicators than student teachers. Consequently, items rated as "developing" are adequate at this stage.

In addition, the range of indicators suitable for assessment during Practicum may be narrower than during student teaching. Items marked with an asterisk (*) in the instrument are optional.

Dr. Rainy M. Cotti
Signature of Person Completing This Form

12/10/10
Date

SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

PLANNING

Planning Indicators

	<u>Rating</u>
1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	<u>6</u>
2. Lesson objectives are measurable and observable.	<u>6</u>
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	<u>6</u>
4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.	<u>6</u>
5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.	<u>6</u>
6. The lesson design demonstrates an accurate understanding of content.	<u>6</u>
7. The lesson is designed to engage students in meaningful instructional tasks related to content.	<u>6</u>
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.	<u>6</u>
9. Formative and/or summative assessments are aligned with objectives.	<u>6</u>
10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed	<u>6</u>

Comments:

Use the following rating scale to the Implementation and Content Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

ACTION

Implementation Indicators

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.
2. The teacher candidate attends to individual student needs, including learning and behavioral issues.
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).
8. The lesson is modified as needed based on formative assessment within the lesson.

Rating

6
6
6
6
6
6
6
6

Comments:

Content Indicators

1. The content of the lesson is significant and worthwhile.
2. The content of the lesson is appropriate for the developmental levels of the students in this class.
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson.
4. The teacher candidate provides accurate content information and displays an understanding of important concepts.
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.

Rating

6
6
6
6
6

Comments:

Use the following rating scale to rate the Climate and Classroom Management Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.*
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.*
3. Active participation of all is encouraged and valued.
4. The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students.
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident.
7. There was a high proportion of student-to-student communication about the content of the lesson.

Rating

* 6
6
6
6
6
6
6

Comments:

Multiple selective theme contributed to the meaningful context and supported climate.

Classroom Management Indicators

1. The teacher candidate has an effective way of getting all students in the class to be attentive.
2. The teacher candidate does not try to "talk over" the students.
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.
4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.
5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.*

Rating

6
6
6
6
6
* 6

Comments:

* Optional item.

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON* (Optional)

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

0 Points: Ineffective Instruction

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.

1-2 Points: Some Elements of Effective Instruction

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

3-4 Points: Effective Instruction

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

5-6 Points: Accomplished Instruction

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number): * 0 1 2 3 4 5 6

Rationale for Capsule Rating:*

* Optional section.

SECTION THREE: POST OBSERVATION

This section is to be completed following a post-observation conference with the teacher candidate.

Use the following rating scale to rate the Reflection Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

REFLECTION

Reflection Indicators

1. The teacher candidate describes how s/he made decisions for planning and implementation.
2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.
3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.
4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.
5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.

Rating

6
6
6
6
6

Comments:

Goals*

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

How this section is used is program specific.

SECTION FOUR: ONGOING PROGRESS
Completed by Practicum Professor/College Supervisor

Professional Behavior and Technology Indicators are based on the cooperating teacher's observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Professional Behavior Indicators

Rating

1. The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.
2. The teacher candidate is on time and is prepared.
3. The teacher candidate dresses professionally.
4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House).*
5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.
6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner.
7. The teacher candidate is a thoughtful listener to her students, her colleagues, and parents.
8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.
9. The teacher candidate is a student advocate.*

6
6
6
* 6
6
6
6
* 6

Comments:

Went was professional in every way.

* Optional item.

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators

Rating

1. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. * _____
2. The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. * _____
3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). * _____
4. The teacher candidate demonstrates fluency with available technology systems. * _____
5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. * _____
6. The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. * _____

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Computer for teacher use | <input type="checkbox"/> Smart Board |
| <input type="checkbox"/> Computer(s) for student use | <input type="checkbox"/> Overhead projector |
| <input type="checkbox"/> Calculators | <input type="checkbox"/> LCD Projector |
| <input type="checkbox"/> Document camera | <input type="checkbox"/> Internet connection |
| <input type="checkbox"/> Other (specify) _____ | <input type="checkbox"/> Other (specify) _____ |

Lesson 7

Pythagoras: The Angle Detective

Rationale: Angles are an integral geometric concept. These geometric connectors occur in real-world scenarios. Students must understand these concepts to aid in their spatial reasoning. Angles will also reinforce symmetry and perimeter concepts from previous lessons.

RI GLEs addressed:

M(G&M)–3–1 Uses properties or attributes of angles (number of angles) or sides (number of sides or length of sides) or composition or decomposition of shapes to identify, describe, or distinguish among triangles, squares, rectangles, rhombi, trapezoids, hexagons, or circles. (State)

<p>Instructional Goal/ Performance Objectives</p>	<p>Students will learn the properties of right, obtuse and acute angles and understand their connections to real world applications.</p> <p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Correctly differentiate between right, obtuse and acute angles. • Correctly identify and demonstrate right, obtuse and acute angles with manipulatives. • Correctly identify right, obtuse and acute angles within real-world objects.
<p>Instructional Materials and Resources</p>	<p><i>What's Your Angle, Pythagoras?</i> By Julie Ellis AngLegs Math Journals Clipboards Pencils Right Angle Finders (3x5 index cards with degree markings) Word Wall Words: angle: figure formed by two lines sharing a common endpoint right angle: an angle measuring 90° acute angle: an angle measuring less than 90° obtuse angle: an angle measuring more than 90°</p>
<p>Instructional Activities and Tasks</p>	<p><u>Set:</u></p> <ul style="list-style-type: none"> • Greet students. Review key terms from last lesson on perimeter. • Teacher will guide students to the front of the classroom. They will sit on small rugs. Teacher will begin reading <i>What's Your Angle, Pythagoras?</i> Teacher will introduce Pythagoras as the first angle detective to incorporate this lesson into our unit theme. Teacher will question students throughout book to predict what will happen next. (For example, when Pythagoras discovers the right angle, what will he do to the temple columns?) • After reading the story, Teacher will introduce Word Wall words angle and right angle as a story review. • Teacher will introduce acute and obtuse angles by comparing them to right angles using pre-printed angle examples and the Right Angle Finder. <p><u>Procedure/Activities:</u></p> <ul style="list-style-type: none"> • Students will move back to their desks. Working in pairs, students will use AngLegs to explore angles. Teacher will give students a short amount of time to explore the manipulatives before we begin instruction. This will allow for teachers to pass out activity sheets and students to become familiar with the manipulatives. • Using the Right Angle Finder, teacher will model moving the AngLegs into right, acute and obtuse angles. Students will hold up examples of each to assess concept understanding.

	<ul style="list-style-type: none"> • Working in pairs, students will use the AngLegs and Right Angle Finders to determine if shapes on activity sheet have right, acute or obtuse angles. These answers will be recorded by the students. • Teacher will be monitoring student progress and assisting as needed. <p><u>Closure:</u></p> <ul style="list-style-type: none"> • Students will work individually to complete an Angle Classroom Scavenger Hunt (this lesson's Math Journal entry). Students must find examples of right, acute and obtuse angles within their classroom. They will be encouraged to use the AngLegs, Right Angle Finders and Word Wall to assist them in their hunt. As with the previous scavenger hunt, students will have an invisible line they will not be able to cross in the classroom. This will prevent the students from disrupting the other team's lesson. • Once students complete their scavenger hunt, students and teacher will begin a discussion of hunt results. Teacher will prompt students to explain which angles they came across the most (right, acute or obtuse) and why? • After class discussion, teacher will ask students what was something they learned in today's lesson. • If time permits, teacher will bring out KWLS chart and we will continue to fill in the chart from the first class.
Assessment Activities	Students will be assessed through checklists for correct participation. Pair AngLegs shape angle activity and Math Journal activity will also be a form of assessment. Students will also be assessed through questioning and whole-class discussions.
Learner Factors	This lesson accommodates all learners by including a variety of hands-on activities. The lesson begins with a review of the prior lesson and questioning right, acute and obtuse angle experiences to access prior knowledge. The lesson is designed to scaffold students from concrete to abstract by physically manipulating AngLegs, then using activity shapes to measure angles, then finally moving onto the scavenger hunt. There is also a tangram activity for students who finish Math Journal activity early.
Environmental Factors	Students will be working in groups and individually. Teachers and students will be in a quiet area of the classroom where students will be able to focus on the lesson. Students will move around our half of the classroom for the scavenger hunt activity.

Name _____ Date _____

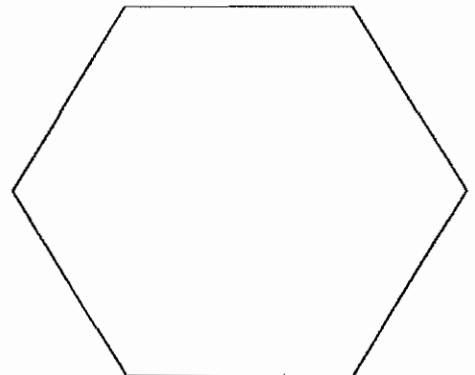
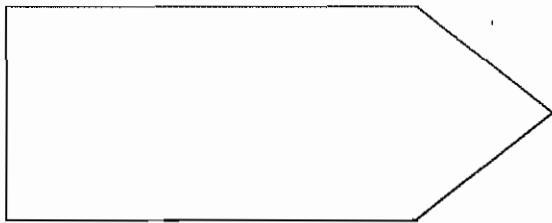
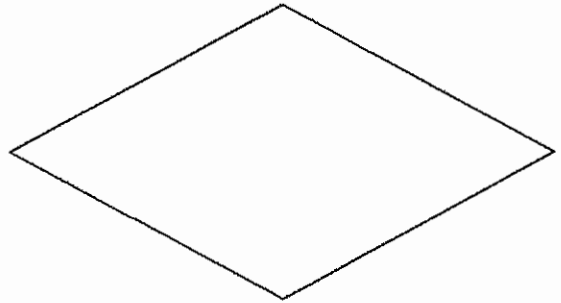
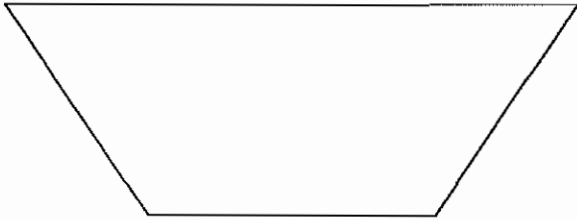
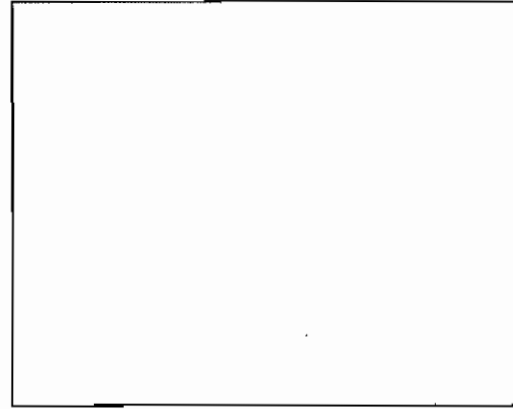
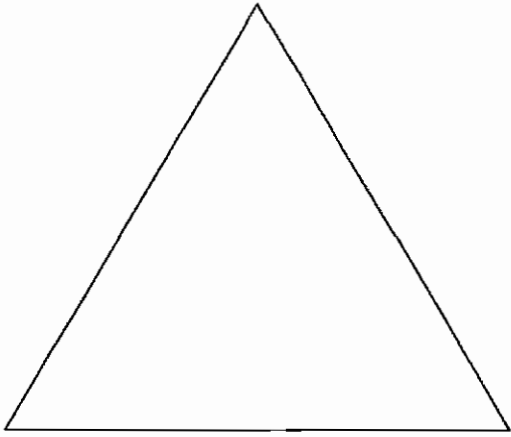
WHAT'S YOUR ANGLE?

Choose from:

A = Acute

R = Right

O = Obtuse



Name: _____

Date: _____

What's Your Angle? Scavenger Hunt



How many of angles can you find in your classroom?

Word Bank:

Acute

Right

Obtuse

Example: I spy a right angle that is a desk corner.

1) I spy a(n) _____ angle that is a _____.

2) I spy a(n) _____ angle that is a _____.

3) I spy a(n) _____ angle that is a _____.

4) I spy a(n) _____ angle that is a _____.

5) I spy a(n) _____ angle that is a _____.

6) I spy a(n) _____ angle that is a _____.

7) I spy a(n) _____ angle that is a _____.

8) I spy a(n) _____ angle that is a _____.

9) I spy a(n) _____ angle that is a _____.

10) I spy a(n) _____ angle that is a _____.

11) I spy a(n) _____ angle that is a _____.

12) I spy a(n) _____ angle that is a _____.