

FSEHD Teacher Candidate Observation and Progress Report Summary
IMPLEMENTED LESSON PLAN
ELED 538-01 Mathematics MAT Practicum

Teacher Candidate: _____ Emplid: _____

Grade Level/Content Area Assignment: 5/Mathematics

Cooperating School District/School: North Providence; Marieville Elementary

Rating Summary:

	0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
PLANNING				X
IMPLEMENTATION				X
CONTENT				X
CLASSROOM CLIMATE				X
CLASSROOM MANAGEMENT				X
REFLECTION				X
PROFESSIONAL BEHAVIOR				X

The overall rating for the Implemented Lesson Plan is: TARGET


 Dr. Rainy M. Cotti

December 11, 2010
 Date

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

Teacher Candidate: ~~_____~~ Emplid: _____

Practicum Professor/College Supervisor's Name: Rainy Cotti

Cooperating Teacher's Name: ~~_____~~

Grade Level/Content Area Assignment: 5/Mathematics

Cooperating School District/School: ~~_____~~

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

Date: 12/16/10

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

12/16/10
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
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.

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

Rating

- | | |
|--|----------|
| 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
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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
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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
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Comments:

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
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*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

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6
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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.*

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Comments:

* 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) _____ |

Harvesting Probability Unit
Lesson 6: Harvesting fun at the fair (or unfair)! hee-hee

Rationale:

This lesson is important because it will help students to further understand how to determine if a game is fair or unfair. The understanding of theoretical probability will be reinforced as it is a key element in determining the fairness of a game.

RI GLEs addressed:

- M(DSP)-5-1 **Interprets a given representation** (tables, bar graphs, circle graphs, or line graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
- M(DSP)-5-2 **Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using** measures of central tendency (mean, median, or mode) or range to analyze situations, or to solve problems.
- M(DSP)-5-3 **Organizes and displays data** using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
- M(DSP)-5-3 **Identifies or describes representations or elements of representations that best display a given set of data or situation**, consistent with the representations required in M(DSP)-5-1.

**Instructional Goal/
Performance Objectives**

Instructional goal: Students will understand how to use theoretical probability as a means to determine whether a game is fair or unfair.

At the end of this lesson, students will be able to:

- develop probability games
- recognize an unfair game
- recognize a fair game
- use what they know about theoretical probability to problem solve.

**Instructional materials
and resources**

- blank spinners
- markers
- bags
- a variety of different colored puff balls
- construction paper
- die
- data sheets

Word Wall: theoretical probability, fair and unfair.

- **theoretical probability-** the likelihood of an event based on theory
- **fair-** equal chance of winning; reasonable, even handed
- **unfair-** unequal chance of winning; partial, imbalanced

<p>Instructional activities and tasks</p>	<p><u>Set:</u></p> <ul style="list-style-type: none"> - Teachers will give a quick review of theoretical probability. - Teachers will give a simple definition of fair and unfair as it relates to probability games. - Teachers will show students how to determine fair and unfair games by using their knowledge of theoretical probability. - Teachers will carefully guide the students through an example "game creation activity", asking strategic questions that will lead students to understanding. - <p><u>Procedure/Activities:</u></p> <ul style="list-style-type: none"> - Teachers will split the students into four groups of three. - Teachers will give groups one and two blank spinners to make a fair and unfair game for our upcoming harvest festival. - Teachers will provide group three with bags and colorful balls to make fair and unfair grab bags for our upcoming harvest festival. - Teachers will provide group four with two die and paper to develop their own unique fair and unfair games for the upcoming harvest festival. <ul style="list-style-type: none"> • students will work collaboratively to figure out how the games should be designed. • The object of this activity is to help students gain an understanding for fair and unfair games as they relate to theoretical probability. • <u>Closure:</u> - Teachers will have students come together as a group. Students will show their new games to their fellow classmates. - Students will have an opportunity to answer their journal question at the end of class: Look at the games below and state whether each game is fair or unfair. Explain why.
<p>Assessment Activities</p>	<ul style="list-style-type: none"> - <i>An informal assessment will be used when students create</i>

	<p><i>their games and determine how to make them fair and unfair.</i></p> <ul style="list-style-type: none"> - <i>More formally, students will be assessed on their journal entries, as reading these requires time and positive, appropriate, thought-provoking responses.</i>
<p>Learner Factors</p>	<ul style="list-style-type: none"> - This lesson accommodates students of all developmental levels because terms are defined, and students work together to help each other solve problems as a group. - This lesson accommodates individual learning styles as auditory, visual, and kinesthetic learning are all incorporated into the lesson. - This lesson creates connections between the topic and students' experiences because they are able to actively participate in a probability activity where students work together to create unique fair and unfair games.
<p>Environmental Factors</p>	<p><i>After an introduction of Word Wall words, and examples from both teachers and students, teachers will split the class into four groups of three. After the group activity is completed, students will meet back in the semicircle and explain their new games to the rest of the class.</i></p>