

Teaching Date: 11/30/2010

<b>Title, Grade Level and Content Area</b>	All About Australia: Major Cities & Destinations Grade 8 Geography
<b>Specific Learning Outcomes (Objectives)</b>	➤ Students will become familiar with the major cities, physical characteristics and their location.
<b>Standards</b>	GLEs ➤ <b>C&amp;G 5 (7-8) – 1</b> <b>Students demonstrate an understanding of the many ways Earth's people are interconnected by...</b> a. tracing and explaining social, technological, geographical, economical, and cultural connections <u>for a given society of people</u>
<b>Description of Individuals (students and professionals) Involved in the Lesson</b>	Mrs. Catone-Regular Education Geography Teacher Mrs. Norato-Special Education Teacher (cooperating teacher) 2 Full-Time Teacher Assistants 18 students, 7 of whom have IEPS
<b>Materials</b>	✓ World Map ✓ White Paper (Long for poster) ✓ Colored Pencils ✓ Crayons ✓ Index Cards ✓ Australia Books (assortment) ✓ Information Sheets for each major city/destination
<b>Instructional Procedures</b>	<p style="text-align: center;"><b>Introduction</b></p> ➤ I will begin the lesson by first reviewing the behavioral expectations of the lesson. Students are expected to... A. Raise your hand to volunteer an answer or share an idea. B. Be Respectful! When someone else is speaking they have the floor...eyes & ears on them. C. Work hard and do your best work (also speak about working in pairs/groups and the expectations). D. All classroom expectations remain the same (as far as bathroom, homework, in-class assignments, etc.) ➤ I will introduce the lesson by telling students we will be focusing on major cities and destinations in Australia. ➤ I will pull down the world map and ask a volunteer to come up and point it out. ➤ I will also pass a beach ball globe around and ask students to point it out on there as well. ➤ Next, I will discuss with students why Australia is called "The Land Down Under." <ul style="list-style-type: none"><li>• The entire continent is south of the equator</li></ul>

	<p style="text-align: center;"><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>➤ Students will be paired up in groups of 2-3.</li> <li>➤ I will pass out index cards randomly. Each will have either a major city or destination on it.</li> <li>➤ Students will be allowed 15-20 minutes to work with a partner to create a poster board about their city/destination. They will be allowed to use books and informational handouts I make available.</li> <li>➤ Students can list facts, draw, write a paragraph, make a brochure, etc. <ul style="list-style-type: none"> <li>• I can make students aware one way to approach this project is to pretend you are a salesman and you are trying to convince someone to visit this destination/city.</li> </ul> </li> </ul> <p style="text-align: center;"><b>Closing</b></p> <ul style="list-style-type: none"> <li>➤ Students will have the opportunity to share their poster with their peers. Students will enlighten us with what they discovered about their city/destination. Students will also tell us if it sounds like somewhere they would like to visit and why.</li> </ul>
<b>Differentiation of Instruction To Meet Students Needs</b>	I will differentiate instruction by... <ul style="list-style-type: none"> <li>➤ Pairing students of different levels together when choosing pairs.</li> <li>➤ Giving the students with IEP's the extra support they need during the independent practice.</li> </ul>
<b>Opportunities to Learn and Assess</b>	<b>I will assess my teaching and the students learning by...</b> <ul style="list-style-type: none"> <li>A. Collecting and assessing student's major cities/destinations posters.</li> <li>B. Observing students performance/understanding throughout the lesson.</li> </ul>
<b>Supports for Positive Learning Environment (Classroom Climate)</b>	The seating is in a "U" which works pretty well amongst this group of students. I will be pairing students up and allowing them to work cooperatively throughout the lesson. The behavioral expectations will be clear: If students do not follow directions they will not participate in the lesson and/or receive credit.
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• How well have your students learned? What's your evidence?</li> <li>• What will you do next?</li> <li>• What could you have done differently?</li> <li>• What have you learned about your own teaching from this lesson?</li> </ul>



joint-eval.

FSEHD Teacher Candidate Observation and Progress Report-FALL 2010

Student Teacher

Candidate: Caitli

email: ct

id: \_\_\_\_\_

College Supervisor: \_\_\_\_\_

ox.net

Cooperating Teacher: \_\_\_\_\_

hoo.com

Grade Level/Content Area Assignment: grade 8

Program: Special Education Elementary/Middle

Cooperating School District/School: North Prov., Dr. E. A. Ricci Middle School

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

Date: 11-30-10

Emplid: \_\_\_\_\_

Observation: #1 Date: 11-30-10 #2 Date: \_\_\_\_\_ #3 Date: \_\_\_\_\_

#4 Date: \_\_\_\_\_ (fourth formal observation not required/optional/if needed)

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's cooperating teacher during the teacher candidate's student teaching. The instrument is to be completed following each formal observation of classroom instruction. Prior to the lesson, the observer will review the teacher candidate's lesson plan. During the lesson, the observer takes notes and then completes SECTIONS ONE and TWO of this instrument. The observer completes SECTION THREE following a post-observation conference with the teacher candidate. Only the Cooperating Teacher completes SECTION FOUR, which reflects cumulative performance to the date of the observation.

We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:

- Continue with preparation for a teaching license.
- Be required to complete an individualized contract to remedy deficiencies.
- Discontinue preparation for a teaching license.

College Supervisor	_____	<u>11-30-10</u>
		Date
Cooperating Teacher	_____	<u>11-30-10</u>
		Date
Student Teacher	<u>Y</u>	<u>11-30-10</u>
		Date

Please initial here to confirm that the College Supervisor and the Cooperating Teacher have each submitted three FSEHD Teacher Candidate Observation and Progress Reports electronically to the Office of Partnerships and Placements.

## 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

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

Comments:

Planning is obvious -- all materials on Australia available: maps, globe ball, hand-outs, posters, Crayons are present

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

5  
5  
5  
5  
5  
5  
5  
5

Comments:

*Students engaged. Teacher Candidate supported each group. Special needs students were attended to, but remained anonymous.*

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

5  
5  
5  
5  
6

Comments:

*T.C. has done great deal of research.*

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

Rating

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

Comments: *Students were given a written and verbal advance organizer -- told to use creativity and focus on their interests on a given aspect of Australia.*

Classroom Management Indicators

Rating

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

Comments: *"Behavior Expectations" are clearly posted. Students are familiar w/ expectations. One student volunteered to read expectations for class.*

## SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

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:

*Well designed -- all students participated enthusiastically. Teacher Candidate circulated room and assisted each group. Students are curious about Australia. Behavior expectations are in place - mutual respect between T.C and students.*

### 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.

Comments:

Rating

5

#### 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.

Transitions - keep focus. Time management.