

Teacher Candidate's Name: Carmela Loya

Supervisor's Name: Shiva Tangora

Course and Section Number: SPED 777

Student Teaching/Practicum Observation Rubric

School Site: PS 153

Grade Level: K-K1

Observation #: 3

Date: 11/7/13

Instructions: Use the rubric as a guide for evaluating teacher candidates (student teachers and practicum students) during their observed lesson. There are seven categories to evaluate. The rubric provides general descriptions of the performance levels for each category. The ratings are based on a scale of 1 to 4 (1. Not Acceptable, 2. Developing, 3. Proficient, and 4. Exemplary). Check which boxes best reflect candidate performance for each area. In determining the overall average for each category, partial credit may be awarded (i.e., 1.5 would indicate performance between proficient and exemplary). To calculate the final score for the 5% weighted categories, add the points from each category and divide by 6. In addition, attach a narrative with a brief description of the lesson, a summary of candidate's strengths, and suggestions for improvements (in particular for areas that were not acceptable or developing).

Category	Category Average (1 to 4)	Not Acceptable (1.0 to 1.9 points) (Below C)	Developing (2.0 to 2.9 points) (C, C+, B-)	Proficient (3.0 to 3.7 points) (B, B+, A-)	Exemplary (3.8 to 4.0 points) (A, A+)	Comments
1. Knowledge of Learners	3.75	<input type="checkbox"/> 1a.1) Does not use language appropriate to developmental and skill level <input type="checkbox"/> 1b.1) Does not present content appropriate to developmental and skill level <input type="checkbox"/> 1c.1) Does not challenge students to think and/or develop skills at a more advanced level <input type="checkbox"/> 1d.1) Makes little or no adjustments for individual student differences	<input type="checkbox"/> 1a.2) Uses language somewhat appropriate to developmental and skill level <input type="checkbox"/> 1b.2) Presents content somewhat appropriate to developmental and skill level <input type="checkbox"/> 1c.2) Mentally challenges students to think and/or develop skills at a more advanced level <input type="checkbox"/> 1d.2) Makes minimal adjustments for individual student differences	<input type="checkbox"/> 1a.3) Uses language appropriate to developmental and skill level <input type="checkbox"/> 1b.3) Presents content appropriate to developmental and skill level <input type="checkbox"/> 1c.3) Challenges some to most students to think and/or develop skills at a more advanced level <input type="checkbox"/> 1d.3) Uses differentiated instruction to provide for some to most individual student differences	<input type="checkbox"/> 1a.4) Uses language appropriate to developmental and skill level and introduces more advanced language <input type="checkbox"/> 1b.4) Presents content appropriate to developmental and skill level and references more advanced content <input type="checkbox"/> 1c.4) Challenges most to all students to think and/or develop skills at a more advanced level <input type="checkbox"/> 1d.4) Uses differentiated instruction to provide for most to all individual student differences, including different developmental levels, ELL, and student with disabilities	Doneh used strong affect and had a good understanding of how to communicate with students at this level
2. Knowledge and Use of Subject Matter	3.5	<input type="checkbox"/> 2a.1) Information about subject matter is not accurate and does not include related background or contextual info <input type="checkbox"/> 2b.1) Delivers lesson that does not include key concepts, themes, and skills related to subject area and that does not build on student's prior knowledge <input type="checkbox"/> 2c.1) Does not make subject matter meaningful to students <input type="checkbox"/> 2d.1) Does not use appropriate subject-specific pedagogy	<input type="checkbox"/> 2a.2) Information about subject matter is somewhat clear and includes some related background or contextual info <input type="checkbox"/> 2b.2) Delivers lesson that includes few key concepts, themes, skills related to subject area, somewhat builds on student's prior knowledge <input type="checkbox"/> 2c.2) Subject matter appears to be somewhat meaningful to students <input type="checkbox"/> 2d.2) Uses somewhat appropriate subject-specific pedagogy	<input type="checkbox"/> 2a.3) Provides accurate information about subject matter, including appropriate background or contextual information <input type="checkbox"/> 2b.3) Delivers lesson that includes key concepts, themes, and skills that are related to subject area, and worth teaching, and effectively build on student's prior knowledge <input type="checkbox"/> 2c.3) Subject matter appears to be meaningful to students <input type="checkbox"/> 2d.3) Uses appropriate subject-specific pedagogy	<input type="checkbox"/> 2a.4) Provides accurate information about subject matter, including significant background or contextual information <input type="checkbox"/> 2b.4) Delivers lesson that includes key concepts, themes, and skills that are related to subject area, worth teaching, and substantially build on student's prior knowledge <input type="checkbox"/> 2c.4) Subject matter appears to be exceptionally meaningful to students <input type="checkbox"/> 2d.4) Uses a range of appropriate subject-specific pedagogy	The topic was extremely meaningful to students and good modeling was used to show what was expected

Category	Category Average (1 to 4)	Not Acceptable (1.0 to 1.9 points) (Below C)	Developing (2.0 to 2.9 points) (C, C+, B-)	Proficient (3.0 to 3.7 points) (B, B+, A-)	Exemplary (3.8 to 4.0 points) (A, A+)	Comments
3. SKILL in Planning	3.6	<input type="checkbox"/> 3a.1) Little or no use of supplemental instructional resources <input type="checkbox"/> 3a.2) Elements of instructional routine are missing <input type="checkbox"/> 3a.3) Little or no use of supplemental activities	<input type="checkbox"/> 3a.2) It is evident that a lesson plan was prepared, but some required elements of designated lesson plan format are not delivered in the classroom or are poorly organized <input type="checkbox"/> 3a.3) Poor organization of activities <input type="checkbox"/> 3a.4) Elements of instructional routine are included, but poorly organized in the delivery	<input type="checkbox"/> 3a.3) It is evident that a lesson plan was created, and the required elements of designated lesson plan format are delivered in the classroom in an organized way <input type="checkbox"/> 3a.4) Establishes an instructional routine	<input type="checkbox"/> 3a.4) It is evident that a lesson plan was created, and the required elements of designated lesson plan format are delivered in the classroom in a sophisticated way <input type="checkbox"/> 3a.4) All objectives are clearly stated in behavioral terms and make connections to prior activity or lesson <input type="checkbox"/> 3a.4) Establishes instructional routine and adapts to unexpected circumstances	<p>The lesson was well planned and organized.</p> <p>implemented well used at the beginning of lesson which helped the students focus. The lesson flowed well and there were any gaps so students were able to stay on task.</p>

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4. Skill in Teaching	3.7	<input type="checkbox"/> 4a.1) Does not use motivational techniques	<input type="checkbox"/> 4a.2) Uses some motivational techniques with limited success	<input checked="" type="checkbox"/> 4a.3) Effectively uses motivational techniques that create a classroom where most learners are motivated	<input type="checkbox"/> 4a.4) Shows significant expertise by using a range of motivational techniques that create a classroom of highly motivated learners	Carmela had a very positive demeanor and used very strong affect throughout the lesson. She was nurturing and at the same time figured the students no need more advanced levels of thinking. She was very confident and efficient as well.
		<input type="checkbox"/> 4b.1) Does not engage learners	<input type="checkbox"/> 4b.2) Engages some learners	<input type="checkbox"/> 4b.3) Effectively uses a variety of ways to engage most learners	<input checked="" type="checkbox"/> 4b.4) Shows sophisticated use of multiple strategies to highly engage most learners	
		<input type="checkbox"/> 4c.1) Does not bring lesson to closure	<input type="checkbox"/> 4c.2) Poor use of lesson time	<input type="checkbox"/> 4c.3) Effectively paces lesson to accomplish objectives, including a conclusion at end of lesson	<input checked="" type="checkbox"/> 4c.4) Sophisticated use of pacing and lesson time to accomplish objectives, and seamlessly transition between instruction and activities	
		<input type="checkbox"/> 4d.1) Does not vary instructional approaches, when appropriate	<input type="checkbox"/> 4d.2) Somewhat successful at varying instructional approaches, when appropriate	<input checked="" type="checkbox"/> 4d.3) Effectively uses more than one instructional approach, as appropriate	<input type="checkbox"/> 4d.4) Shows sophisticated use of varied instructional approaches, as appropriate	
		<input type="checkbox"/> 4a.1) Does not communicate clearly	<input type="checkbox"/> 4a.2) Communicates clearly some of the time	<input type="checkbox"/> 4a.3) Communicates clearly using verbal and nonverbal messages	<input checked="" type="checkbox"/> 4a.4) Communicates clearly and dynamically using verbal and nonverbal messages	
		<input type="checkbox"/> 4f.1) Little or no use of questioning strategies to promote critical thinking	<input type="checkbox"/> 4f.2) Somewhat successful at using questioning strategies to elicit student responses at the literal, analytical, and critical thinking levels	<input type="checkbox"/> 4f.3) Adequately uses questioning strategies to elicit student responses at the literal, analytical, and critical thinking levels	<input checked="" type="checkbox"/> 4f.4) Uses sophisticated questioning strategies to elicit student responses at the literal, analytical, and critical thinking levels and encourage students to express different points of view	
		<input type="checkbox"/> 4g.1) Little or no adjustment to unplanned circumstances	<input type="checkbox"/> 4g.2) Adjusts poorly to unplanned circumstances	<input type="checkbox"/> 4g.3) Adjusts to unplanned circumstances with some interruption to lesson	<input checked="" type="checkbox"/> 4g.4) Adjusts to unplanned circumstances sensitively, with only mild disruption to the lesson	

Category	Category Average (1 to 4)	Not Acceptable (1.0 to 1.8 point) (Below C)	Developing (2.0 to 2.8 points) (C, C+, B)	Proficient (3.0 to 3.7 points) (B, B+, A-)	Exemplary (3.8 to 4.0 points) (A, A+)	Comments
5. Skill in Developing Caring Learning Environments and Showing Respect for Students	3.75	<input type="checkbox"/> 5a.1) Teacher and students appear uncomfortable <input type="checkbox"/> 5a.1) Does not use a variety of classroom management techniques <input type="checkbox"/> 5c.1) Does not build class community <input type="checkbox"/> 5d.1) Is not able to handle attention-getting behavior <input type="checkbox"/> 5e.1) Does not show patience with students <input type="checkbox"/> 5f.1) Does not respond thoughtfully to student work and ideas <input type="checkbox"/> 5g.1) Does not use positive reinforcement and does not correct mistakes in a sensitive way <input type="checkbox"/> 5h.1) Does not promote sensitivity to diversity issues	<input type="checkbox"/> 5a.2) Shows rapport with some students <input type="checkbox"/> 5b.2) Uses a limited range of classroom management techniques <input type="checkbox"/> 5c.2) Some attempt to build class community with a few opportunities for students to participate <input type="checkbox"/> 5d.2) Has some difficulty handling attention-getting behavior <input type="checkbox"/> 5e.2) Shows some degree of patience with students <input type="checkbox"/> 5f.2) Responds to student work and ideas show a limited degree of thoughtfulness <input type="checkbox"/> 5g.2) Somewhat uses positive reinforcement and corrects mistakes in a sensitive way in some cases <input type="checkbox"/> 5h.1) Somewhat promotes sensitivity to diversity issues	<input type="checkbox"/> 5a.3) Shows adequate rapport with most students <input type="checkbox"/> 5b.3) Adequately uses a variety of classroom management techniques <input type="checkbox"/> 5c.3) Builds class community with adequate opportunity to participate and most students are involved <input type="checkbox"/> 5d.4) Handles attention-getting behavior in a timely and appropriate way <input type="checkbox"/> 5e.3) Shows appropriate level of patience with most students <input type="checkbox"/> 5f.3) Thoughtfully responds to student work most of the time <input type="checkbox"/> 5g.3) Effectively uses positive reinforcement and corrects mistakes in a sensitive way in most cases <input type="checkbox"/> 5h.1) Effectively promotes sensitivity to diversity issues, including differences in ethnicity, language, gender, and socioeconomic status	<input type="checkbox"/> 5a.4) Shows exceptional rapport, which is relaxed and focused on learning rather than discipline, with most to all students <input type="checkbox"/> 5b.4) Sophisticated use of a variety of classroom management techniques that contribute to a seamless lesson delivery <input type="checkbox"/> 5c.4) Builds class community with significant opportunity to participate and most to all students are involved <input type="checkbox"/> 5d.4) Handles attention-getting behavior in a way that is timely and shows exceptional sensitivity <input type="checkbox"/> 5e.4) Shows exceptional level of patience with most to all students <input type="checkbox"/> 5f.4) Shows signs of critically listening and thoughtfully responds to student work and ideas <input type="checkbox"/> 5g.4) Sophisticated use of positive reinforcement and sensitive correction mistakes in most to all cases <input type="checkbox"/> 5h.1) Uses sophisticated strategies to promote sensitivity to diversity issues, including differences in ethnicity, language, gender, and socioeconomic status	<p>Carrie La was observed to have very positive interactions with students both in a group and 1:1. She was great about reacting to disruptive behavior and keeping the students on task w/o using any negative feedback.</p>

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8. Skill in Assessment and Impact on Student Learning	4	<input type="checkbox"/> 8a.1) No signs of assessment strategies <input type="checkbox"/> 8a.1) Does not provide feedback to student	<input type="checkbox"/> 8a.2) Somewhat successful at using a strategy to check if students understand information <input type="checkbox"/> 8a.2) Provides somewhat helpful feedback to students	<input type="checkbox"/> 8a.3) Effectively uses a strategy to check if students understand information <input type="checkbox"/> 8a.3) Provides helpful feedback to students most of the time	<input checked="" type="checkbox"/> 8a.4) Sophisticated use of a variety of strategies to check if students understand information <input checked="" type="checkbox"/> 8a.4) Provides helpful feedback to students most of the time, giving attention both to content and the individual student's thoughts about the subject	Carmelo was able to direct asks students by viewing their work products. She was able to provide helpful feedback to help them move their work products stronger.
Sum of Total Points	3.15	<input type="checkbox"/> If average is below 2.0 (Below C) = Not Acceptable <input type="checkbox"/> If average is 2.0 to 2.9 (C, C+, B-) = Developing <input type="checkbox"/> If average is 3.0 to 3.7 (B, B+, A-) = Proficient <input checked="" type="checkbox"/> If average is above 3.7 (A, A+) = Exemplary				A
7. Commitment to Teaching & Professionalism		<input type="checkbox"/> 7a.1) Appears uninterested and uninvolved <input type="checkbox"/> 7b.1) During post-conference, does not show signs of self-reflection about how to improve teaching	<input type="checkbox"/> 7a.2) Demonstrates a somewhat positive attitude <input type="checkbox"/> 7b.2) During post-conference, shows some signs of self-reflection and offers some thoughts about how to enhance teaching	<input type="checkbox"/> 7a.3) Demonstrates a positive attitude throughout the lesson <input type="checkbox"/> 7b.3) During post-conference, adequately reflects on the lesson's strengths and needs and offers suggestions about how to enhance teaching	<input checked="" type="checkbox"/> 7a.4) Demonstrates a strong positive attitude and maintains high energy and enthusiasm throughout the entire lesson <input checked="" type="checkbox"/> 7b.4) During post-conference, purposefully analyzes lesson's strengths and identifies specific strategies about how to enhance teaching	Carmelo was again using reflections and had a good rapport with the class when teachers and blinded will witness the class and will witness the class.
8. Narrative: Attach additional pages to describe the lesson briefly, highlight teacher candidate's strengths, and offer suggestions for improvement.						
Classroom						

Early Childhood Special Education Lesson Plan

Teacher Candidate: Carmela Laya

Grade Level: Kindergarten

Lesson: Guess Who?

Unit of Study: All About Me Social Studies

Goal of Lesson (Common Core State Standards/Division of Early Childhood where appropriate)

All About Me

Objectives:

- SWBAT write at least two descriptions about themselves and illustrate their description on the sheet provided (i.e. "I have blond hair. I am a girl")
- SWBAT write and illustrate at least one thing they like to do at school or at home on the sheet provided (i.e. "I like listening to music. I like swimming")

Pre-Assessment:

This week students have been practicing writing and labeling their pictures by using observing eyes to capture details of an object, place or thing. Students talked about different descriptive words to label their pictures and words to describe pumpkins, leaves and themselves. Students have been practicing using their five senses to describe what they see, feel, smell, taste and hear. Specifically students are asked to look closely at the details of objects and different words to describe those details. Students are practicing stretching their words and listening to the letter sounds and writing it on their picture to help spell words.

Post-Assessment: Students will be assessed using a checklist based on the activity sheet

1. Did the student write at least two descriptions about themselves and illustrate?
models used were meaningful & appropriate
2. Did the student write and illustrate at least one thing they liked to do?
Carmela was able to help students expand on their ideas - shared great captions while working 1:1

Materials: Legal sized activity sheet, pencil, crayons, post-it, chart paper and erasers

Use of Technology: The projection via Smart Board will be used to share students' work. Students' work will be projected onto the Smart Board screen to show the positives of the students work, and describe other ways that students could improve or try for next time.

Differentiation:

To make it easier:

1. Students will receive the activity paper with one line instead of two
2. Student will fill in one word answers instead of complete sentences
3. Students will have their descriptive sentence started for them and they have to fill in the blanks
4. Students will have to write two descriptions without having to write what they like to do

To make it harder:

1. Students will have two write and fill two lines
2. Students must use at least two-three word wall words in their descriptive sentence

The modifications were well done and the students were not able to tell which of their peers had modified theirs.

3. Students have to label the parts of the pictures
4. Students will have three or more lines to describe themselves
5. Students will write words instead of illustrate their descriptions

Seating Configuration/Use of Physical Space:

Students will sit in whole group on the rug to listen to instructions and model of the activity. Students will then move to their table groups to work independently on the same activity with the assistance of teachers in each table. Students can use the word wall and practice stretching words to help with writing their descriptive sentence. After students have finished working at their tables they will go back to the rug where a selection of students work will be shared to the class. During the share students' works will be showcased on the Smart Board to display specific writing strategies and tools they used.

Group was placed with and was quiet period

Teaching roles and collaboration:

During the whole group lesson teachers will help with redirecting and prompting to students to stay pay attention. Teachers will sit next to students that have difficulty paying attention. In each table a teacher will help students with their writing description of the activity. The teachers will be able to work 1:1 for students by helping them to stretch their word and looking at the classroom for clues to help with their writing. Teachers will encourage students try their best and to use descriptions that pertains to them. The teacher will also help with repeating instruction for students needing further explanation of the activity. The teacher might have to remodel and help students think of descriptive words about themselves to write about.

Classroom Management:

To manage the classroom students will be reminded and prompted to use "quiet hands" when participating during class discussion. Students will be reminded to do whole body listening and remind students of what a good listener looks like. In whole group students will use crossed fingers to notify students that they must have their mouths shut and eyes at the teacher. To help get students attention, the teacher will use the "shh shh shh" method, which the teachers models and the class repeats. The lights will be shut off to notify students of their time for clean up. Other management tools include the teachers using positive reinforcement and positive language to support students' participation throughout the lesson.

Students were positively reinforced and were able to listen to Carolan's cue

Engagement of students/anticipatory set/Motivation:

The teacher will be enthusiastic and have a calm demeanor throughout the lesson. The teacher will model step-by-step of what students will be doing during the activity. The teacher will use of positive reinforcement to engage students and be energetic towards the topic. To keep students engaged the teacher would constantly ask for volunteers and helpers to help with the modeling of the activity. The model of the activity will be posted for students to refer to even after they go to their tables.

Connection to Previous lesson/Prior Knowledge:

Students have been studying all about me in their social studies unit. Students have learned different parts of their body and practiced looking at something with great details and labeling their pictures. Students are familiar with creating self-portraits of themselves and illustrating their peers then labeling different parts of the body. Students have practiced stretching their words and using word-wall words in their writing.

Lesson Presentation:

Estimated Time: 45 minutes (10 minutes to model and explain, 20 minutes to do activity, 15 minutes for sharing students work)

Guided Practice/Active Involvement/Small group work/Independent Practice:

Estimated Time: 30 minutes

1. Students will be whole group on the rug. The teacher will review and refer back to this week's lesson about looking at details, and using their five senses to draw and write about leaves, then labeling their pictures. The teacher will introduce the lesson, "Today, we are going to create a 'mystery all about me page'. We have been practicing about using descriptive words to describe objects. Do you remember when we drew and labeled the parts of the pumpkins? What were some of the descriptive words we used to describe the pumpkin? (The teacher will write students' responses and/or list them with fingers) We used lots of descriptive words and we even used our five senses to look closely at the pumpkin. Today, we are going to continue using our observing goggles to observe you. You are going to think of two things that describe you. (The teacher will use herself as a model. Have students volunteer to think of different ways to describe the teacher. Write students' responses on the board.)
2. After, the teacher will show the activity sheet that shows four boxes. The teacher will explain to the class that the activity sheet is to create a guess who game. The teacher will explain that the first two boxes are two descriptions that they will write about themselves. Using the different descriptive words the students and teacher come up with the teacher will model drawing the picture and writing the descriptive sentence on the activity sheet. Once students have written a descriptive sentence using word-wall-words and/or stretching words, students will illustrate the description on the box provided. The teacher will explain each box of the activity sheet. In the final box students will make a self-portrait of them and write their name at the bottom. The bottom box will be covered by a post-it and throughout the next couple of weeks a new student will be introduced, and they must guess who that person was based on the descriptions the student wrote.
3. After whole group, students will go to their table groups to work on the about me activity independently. Each table will have a teacher present to help repeat instructions for students who need more explanation and further assistance.

Final Summary/Closure:

Estimated Time: 15 minutes

1. After students have completed the activity sheet at their tables, students will return back to the rug. The teacher will select 3-4 students' works to share with the class. The teacher will share students' work via Smart Board projection. The teacher will provide positive feedback for students work by describing what they liked and take note of the different strategies the students used. The teacher might ask other teachers which students showed a lot of progress and worked really hard on their sheet to share. When students share the teacher will read the descriptive sentence or words, and have students try to guess whom that person is.

Extension: Students will practice describing an inanimate object around the classroom and students must exchange with a friend and they have to figure out what object they wrote about. For homework, students will be given a sheet that students must describe one thing at home they like to do. Another homework sheet is for students to create description sheets for at least one family member.

Students were very engaged in the lesson