

**E. Gallegos Video Observation [NYSUT Rubrics]**

**Caution to Readers:**

Listed below is the real time evidence capture of one of the TLS Team members. Evidence is not reviewed for grammar, punctuation and the like as we expect that observers in the field are spending time collecting as much evidence as possible and may make occasionally typing errors such as omitting a comma or adding the first part of quotation marks pair, etc.

Also, the evidence is not a transcript. Because the evidence was collected in real time, it will not include all of the evidence that you may collect. Remember that at every moment when you are recording one piece of evidence, you might forgo the chance to collect other evidence. So if you have evidence that you record that isn't recorded here, it doesn't mean that the evidence is incorrect or wrong.

Here's how we advise you to use this document to further develop your skills in using the NSYUT rubric for teacher observation:

1. Compare your evidence to that of TLS: Are you collecting similar evidence? Are you placing it in the same indicators?
2. Compare your ratings and the rationale. You may be tempted to just read the rationales for places where we disagree, however it isn't uncommon that we might come to the same rating with very different reasons.
3. Generate your own rationales. Make sure you have the rubrics with you to look at subtle differences in language that might cause differences in interpretation.

PRE-OBSERVATION EVIDENCE			
<p>1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.</p>	<p>a. Describe orally and in writing... b. Created developmentally appropriate lessons...</p>	<p>A) Pre-conf notes ...they are all curious learners. The more I can get them to enjoy reading and to read independently, the better they will do in all of their subjects.</p> <p>B) ...if they aren't interested in the text they will be more likely to give up on it or just not read it. I also try to recommend other high interest books to students so they can read for enjoyment.</p> <p>Approximately 40% of this class is intermediate English</p>	<p>a. Score: 2 Rationale: The teacher has a general knowledge of the characteristics of her students such as being curious and understanding the importance of reading to their success in other subjects.</p> <p>b. Score: 2 Rationale: The teacher has identified the needs of her students in a general way and has developed a lesson plan that allows for some review of key terms, but does not indicate any specific ways in which the task will be adjusted for ELLS or students who are reading below grade level.</p>

		<p>language learners (ELLs), with Spanish as their primary language. There is a range of abilities around language. Not all of my students are reading at grade level; six of them performed really poorly on our last benchmark assessment in reading. As a class, they usually do best on the questions that are strictly comprehension and they struggle with the questions that push their thinking in deeper ways.</p> <p>I will take time at the beginning of the lesson to review some key terms with the students. Even though we have used these terms often, I think it is important for the students to verbalize their meaning so they are all clear. I think this is especially important for my ELLs; they need to hear explanations more than once or twice.</p> <ul style="list-style-type: none"> <li>• Students will regroup by chapter assignments</li> <li>• Students will collaboratively create a new title for their chapter</li> <li>• Teacher will listen to groups as they generate ideas, checking their understanding of the key concepts in the novel.</li> <li>• The students will present their chapter titles to the rest of the group and explain why they chose the title.</li> <li>• Students will peer edit summaries</li> </ul>	
<p>1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes.</p>	<p>a. Design and instruct using strategies for language acquisition b. Uses current research</p>	<p>a) Pre-conf notes As a class, they usually do best on the questions that are strictly comprehension and they struggle with the questions that push their thinking in deeper ways.</p> <p>Students really enjoy <i>Bridge to Terabithia</i>; even the students who struggle have been persevering with the reading.</p> <p>I will take time at the beginning of the lesson to review some key terms with the students. Even though we have used these terms often, I think it is important for the students to verbalize their meaning so they are all</p>	<p>a. Score: 2 Rationale: The teacher will review key terms which she understands is particularly important for ELLS, and implies that she provides comprehension questions fro students who struggle but does not articulate other strategies that would be helpful in language acquisition such as visuals.</p> <p>*b. Score: NA Rationale:</p>

		<p>clear. I think this is especially important for my ELLs; they need to hear explanations more than once or twice. So that is a way that I can help them avoid getting stuck – by reviewing the vocabulary before they get into the task.</p> <p>b) NA</p>	
<p>1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students.</p>	<p>a. Meets diverse student needs</p> <p>b. Plans for student's strengths...</p>	<p>a)</p> <p>...they are all curious learners and work well together despite the language differences. They don't mind helping one another to understand the task; they are really great kids!</p> <p>There is a diversity of socio-economic status in the classroom. Approximately 40% of this class is intermediate English language learners (ELLs), with Spanish as their primary language. There is a range of abilities around language.</p> <p>I will take time at the beginning of the lesson to review some key terms with the students. Even though we have used these terms often, I think it is important for the students to verbalize their meaning so they are all clear. I think this is especially important for my ELLs; they need to hear explanations more than once or twice.</p> <ul style="list-style-type: none"> <li>• Students will regroup by chapter assignments</li> <li>• Students will collaboratively create a new title for their chapter</li> <li>• Teacher will listen to groups as they generate ideas, checking their understanding of the key concepts in the novel.</li> <li>• The students will present their chapter titles to the rest of the group and explain why they chose the title.</li> <li>• Students will peer edit summaries</li> </ul>	<p>a. Score: 2 Rationale: The teacher knows the learning needs of her students, but her plan does not illustrate how she will vary or modify instruction to meet the needs of the range of students in her classroom.</p> <p>*b. Score: NA Rationale:</p>
<p>1.4 Knowledge of individual students from</p>	<p>a. Communicate with each student's parents...</p>	<p>NA</p>	<p>* a. Score: Rationale:</p>

students, families, guardians, and/or caregivers to enhance student learning			b. Score: Rationale:
1.5 knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning	a. Incorporate understanding of school community and environmental factors b. Incorporate multiple perspectives in content	NA NA	*a. Score: Rationale: *b. Score: Rationale:
1.6 knowledge and understanding of technological and information literacy and how they affect student learning	a. Uses technological literacy	a) NA	*a. Score: Rationale:
2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]	a. Understands key concepts and themes b. Understands key disciplinary language c. Uses current developments in pedagogy and content d. Understanding learning standards	a) LP: <b>Common Core Standards – Language Arts Reading: Literature [5.RL.1; 5.RL.2] Key Ideas and Details</b> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <b>Reading: Foundational Skills [5.RFS.4] Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Score: 3 Rationale: The teacher has selected CCSS that relate to one another and has selected those sections of the standards that are particularly pertinent to the lesson.  b. Score: 2 Rationale: The teacher recognizes the importance of reviewing key vocabulary terms with her students so “they are all clear,” but does not elaborate on how being clear about the vocabulary will allow students to engage in their use and comprehension.  c. Score: 3 Rationale: The teacher is incorporating different instructional approaches into the lesson that are appropriate to the discipline.  d. Score: 3 Rationale: The teacher has selected CCSS in the different areas of language arts that relate to one another and to the lesson.

		<p><b>Speaking &amp; Listening [5.SL.1]</b> <b>Comprehension and Collaboration</b> 1. Engage effectively in a range of collaborative discussions [one-on-one, in groups, and teacher-led] with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li><li>b. Follow agreed-upon rules for discussions and carry out assigned tasks.</li><li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li><li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li></ul> <p><b>Writing [5.W.4]</b> <b>Production and Distribution of Writing</b> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Pre-Conf notes: This lesson supports the Common Core Language Arts Standards. The students have all finished reading <i>Bridge to Terabithia</i> and we have discussed the book as they have read it- mostly focusing on plot and summarizing the main ideas; but now I want them to think about the book as a whole and extract the most important information from the text by connecting across specific chapters.</p> <p>B) I will take time at the beginning of the lesson to review some key terms with the students. Even though we have used these terms often, I think it is important for the students to verbalize their meaning so they are all clear.</p> <p>C) I'm assigning a different chapter to each group of students so they can focus on one chapter, but then take responsibility for reviewing that particular chapter for the other groups.</p>	
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		<p>The lesson will require students to work cooperatively and to create new meaning from their prior knowledge about the book. They will have to analyze what they have read and be able to communicate that information – in their own words – to the rest of the class.</p> <p>D) Pre-conf notes: This lesson supports the Common Core Language Arts Standards.</p> <ul style="list-style-type: none"> <li>• <b>Reading: Literature [5.RL.1; 5.RL.2] Key Ideas and Details</b></li> <li>• <b>Reading: Foundational Skills [5.RFS.4]</b></li> <li>• <b>Fluency</b></li> <li>• <b>Speaking &amp; Listening [5.SL.1]</b></li> <li>• <b>Comprehension and Collaboration</b></li> <li>• <b>Writing [5.W.4]</b></li> <li>• <b>Production and Distribution of Writing</b></li> </ul>	
<p>2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world context.</p>	<p>a. Incorporates diverse social and cultural perspectives</p> <p>b. Incorporates individual and collaborative critical thinking and problem solving</p> <p>c. Incorporates disciplinary and interdisciplinary...</p>	<p>a) NA</p> <p>b) Pre-conf notes: The lesson will require students to work cooperatively and to create new meaning from their prior knowledge about the book. They will have to analyze what they have read and be able to communicate that information – in their own words – to the rest of the class.</p> <p>LP:</p> <ul style="list-style-type: none"> <li>• Students will regroup by chapter assignments</li> <li>• Students will collaboratively create a new title for their chapter</li> <li>• Teacher will listen to groups as they generate ideas, checking their understanding of the key concepts in the novel.</li> <li>• The students will present their chapter titles to the rest of the group and explain why they chose the title.</li> <li>• Students will peer edit summaries</li> </ul> <p>c) Pre-conf notes  ...now I want them to think about the book as a whole and extract the most important information from the text by connecting across specific chapters. I'm assigning a different chapter to each group of students so they can focus on one chapter, but then take responsibility for reviewing that</p>	<p>*a. Score: Rationale:</p> <p>b. Score: 2 Rationale: The teacher provides opportunities for students to work with peer to analyze what they have read and communicate their thoughts to the rest of the class; because the teacher does not model interpersonal skills to facilitate the students' collaboration, this can not be a "3."</p> <p>c. Score: 1 Rationale: The teacher is asking students to make connections from one chapter to the next, but is not asking students to relate events in the novel to their own lives or to other disciplines.</p>

		particular chapter for the other groups.	
2.3 Uses a broad range of instructional strategies to make subject matter accessible	<p>a. Designs instruction to meet diverse learning needs of students</p> <p>b. Designs learning experiences that connect to real life experiences</p> <p>c. Designs self-directed learning experiences</p>	<p>a)</p> <p>Pre-conf notes: I will take time at the beginning of the lesson to review some key terms with the students. Even though we have used these terms often, I think it is important for the students to verbalize their meaning so they are all clear. I think this is especially important for my ELLs; they need to hear explanations more than once or twice. So that is a way that I can help them avoid getting stuck – by reviewing the vocabulary before they get into the task.</p> <ul style="list-style-type: none"> <li>• Students will collaboratively create a new title for their chapter</li> <li>• Teacher will listen to groups as they generate ideas, checking their understanding of the key concepts in the novel.</li> <li>• The students will present their chapter titles to the rest of the group and explain why they chose the title.</li> <li>• Students will peer edit summaries</li> </ul> <p>b) NA</p> <p>c) LP</p> <ul style="list-style-type: none"> <li>• Students will regroup by chapter assignments</li> <li>• Students will collaboratively create a new title for their chapter</li> <li>• The students will present their chapter titles to the rest of the group and explain why they chose the title.</li> <li>• Students will peer edit summaries</li> </ul>	<p>a. Score: 2 Rationale: The teacher does use a vocabulary strategy for reviewing key terms and for having students verbalize the meaning of the words and she has students work collaboratively.</p> <p>*b. Score: Rationale:</p> <p>c. Score: 2 Rationale: The lesson has students work together to create new title and to present their title ideas to the whole group. The task is predominantly teacher directed, however.</p>
2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement	<p>a. Aligns learning standards</p> <p>b. Articulates learning objectives/goals with learning standards</p>	<p>a) LP</p> <p><b>Reading: Literature [5.RL.1; 5.RL.2] Key Ideas and Details</b></p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>Reading: Foundational Skills [5.RFS.4] Fluency</b></p>	<p>a. Score: 2 Rationale: The standards themselves present rigorous learning, however how the standards will transfer into student learning is not clearly stated other than the note that her students have not yet mastered these skills.</p> <p>*b. Score: Rationale:</p>

		<p>4. Read with sufficient accuracy and fluency to support comprehension</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p><b>Speaking &amp; Listening [5.SL.1]</b>  <b>Comprehension and Collaboration</b></p> <p>1. Engage effectively in a range of collaborative discussions [one-on-one, in groups, and teacher-led] with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned tasks.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> <p><b>Writing [5.W.4]</b>  <b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>Learning Objective:</b> Baseline data from the pre-test for the SLO indicated that students had not yet mastered these skills.</p> <ul style="list-style-type: none"> <li>• Students will use listening, speaking, reading, and writing to improve comprehension</li> <li>• Students will understand how to use key details to summarize</li> <li>• Students will work collaboratively to summarize a chapter from the novel, <i>Bridge to Terabithia</i></li> </ul>	
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		<ul style="list-style-type: none"> <li>Students will think creatively</li> </ul> <p>b)</p>	
2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge	<p>a. Designs instruction using current levels of student understanding</p> <p>b. Designs learning experiences using prior knowledge</p>	<p>a) Pre-conf notes As a class, they usually do best on the questions that are strictly comprehension and they struggle with the questions that push their thinking in deeper ways.</p> <p>Students really enjoy <i>Bridge to Terabithia</i>; even the students who struggle have been persevering with the reading.</p> <p>b) Pre-conf notes The students have all finished reading <i>Bridge to Terabithia</i> and we have discussed the book as they have read it- mostly focusing on plot and summarizing the main ideas; but now I want them to think about the book as a whole and extract the most important information from the text by connecting across specific chapters.</p>	<p>a. Score: 2 Rationale: The teacher uses limited assessment of student learning to design the lesson.</p> <p>b. Score: 2 Rationale: The teacher references the fact that the students have all finished reading and discussing the novel and wants them to now glean the most important information from each chapter to summarize the main ideas.</p>
2.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals	<p>a. Organize physical space...</p> <p>b. Incorporate technology</p> <p>c. Organize time</p> <p>d. Select materials and resources</p>	<p>a) LP</p> <ul style="list-style-type: none"> <li>Students will regroup by chapter assignments</li> </ul> <p>b) LP</p> <ul style="list-style-type: none"> <li>Projector and screen</li> </ul> <p>c) LP</p> <p><b>Introduction (5 minutes)</b> <b>Teacher Directed Instruction (10 minutes)</b> <b>Small Group Work (10 minutes)</b> <b>Closure Activities (5 minutes)</b></p> <p>d) LP</p> <ul style="list-style-type: none"> <li><i>Bridge to Terabithia</i> novel</li> <li>Graphic organizer</li> <li>Projector and screen</li> <li>Chips for grouping</li> <li>Butcher paper</li> </ul>	<p>a. Score: 2 Rationale: There is minor planning of the physical space other than to have students regroup for collaborative work.</p> <p>b. Score: 2 Rationale: The teacher uses technology to project information. There is no plan for students themselves to use technology during the lesson.</p> <p>c. Score: 2 Rationale: The teacher has detailed reasonable times for the activities, but the stated objectives cannot be met in the time which she has aligned. For elementary students, writing a paragraph in 10 minutes is a fairly short time frame- to have them do this collaboratively would require even more time than what is proposed. Even before viewing the video, we are not convinced that the time allocation is sufficient for students to</p>

			<p>accomplish the breadth of learning objectives the teacher has identified.</p> <p>d. Score: 2 Rationale: The materials provided are suitable for the learning task but may not be the appropriate level of challenge for each student.</p>
<p>5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth</p>	<p>a. Use assessments to establish learning goals and inform instruction</p> <p>b. Measures and records student achievement</p> <p>c. Align assessment to learning goals</p> <p>d. Implement accommodations and modifications</p>	<p>a) Pre-conf notes</p> <p>Approximately 40% of this class is intermediate English language learners (ELLs), with Spanish as their primary language. There is a range of abilities around language; not all of my students are reading at grade level; six of them performed really poorly on our last benchmark assessment in reading. As a class, they usually do best on the questions that are strictly comprehension and they struggle with the questions that push their thinking in deeper ways.</p> <p>b) NA</p> <p>c) NA</p> <p>d) NA</p>	<p>a. Score: 2 Rationale: While we see that the teacher has the % of students who are ELLs, and that many students scored poorly on a recent reading assessment, we do not see that her learning goals or instruction are directly related to that data.</p> <p>*b. Score: Rationale:</p> <p>*c. Score: Rationale:</p> <p>*d. Score: Rationale:</p>
<p>5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction</p>	<p>a. Analyze assessment data</p> <p>b. Use assessment data to set goals and provide student feedback</p>	<p>a) NA</p> <p>b) NA</p>	<p>*a. Score: Rationale:</p> <p>*b. Score: Rationale:</p>

**CLASSROOM OBSERVATION EVIDENCE**

<p>3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning</p>	<p>a. Aligns instruction to standards          b. Uses research-based instructional          c. Engages students</p>	<p>a) Ss review key terms and provide definitions: budget, tour, key, quotes, summary:          T- What is a key quote?          S- I think it is like the most important paragraph;          S- Or the most important line or sentence.          T- What would a summary include?          S- The main part of the book;          S- The main idea.          T- What is a graphic?          S- What it looks like; a picture in your mind          Ss discuss chapter they were assigned and determine new name for their chapter:          End of Class: Ss share why they chose their new chapter title:          Ss- We looked at the end of our chapter and it was when Maybelle was made the new queen of Terabithia so we called our chapter, "Arrival of the New Queen;"          Ss -We called ours, "Janice Avery and the Love Note" because it was the chapter when they are on the bus and Janice writes a fake love note...}          S- We used "The New Girl in Town" because this is when Leslie first comes. T- So she is the new girl in town.</p> <p>b)          Whole class modeling of completing handout [put in chapter number, new chapter name]          Student groups are formed by randomly pulling chapter tiles, one student at a time.          Students work with peer groups          T "Together talk about what you would call this chapter?"          End of Class: Ss share why they chose their new chapter title:</p> <p>c)          A) Students begin class seated in table groups for whole class instruction- 11 minutes          Whole Class model of chapter 1          Ss review key terms and provide definitions: budget, tour, key, quotes, summary:          T- What is a budget?</p>	<p>a. Score: 3 Rationale: The students do read, write, collaborate, and communicate their thinking to the whole class.</p> <p>b. Score: 2 Rationale: The teacher uses some research-based instructional strategies such as guided practice, and collaboration.</p> <p>c. Score: 2 Rationale: ALL students have a limited opportunity to be engaged with the work, which occurs during the collaborative groups when students create a new title for their assigned chapter. Prior to that portion of the class, students listen to instructions and have occasional opportunities to respond to teacher questions.</p>
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		<p>S- You keep track of how much you're going to spend and save.  S- A journal of money saving; S- Also, keep track of your checks;  S - It's like a budget on your calendar; S- Also, when you cut money from an area  T- What is a tour?  S- When you walk around and show people things  T- What is a key quote?  S- I think it is like the most important paragraph;  S- Or the most important line or sentence.  T- What would a summary include?  S- The main part of the book;  S- The main idea.  T- What is a graphic?  S- What it looks like; a picture in your mind  Ss discuss chapter they were assigned and determine new name for their chapter:  End of Class: Ss share why they chose their new chapter title:  Ss- We looked at the end of our chapter and it was when Maybelle was made the new queen of Terabithia so we called our chapter, "Arrival of the New Queen;"  Ss -We called ours, "Janice Avery and the Love Note" because it was the chapter when they are on the bus and Janice writes a fake love note...}  S- We used "The New Girl in Town" because this is when Leslie first comes. T- So she is the new girl in town.  S- It was pretty easy. We had "No" so we had to figure out a different way to say that Leslie died... T- So you found other ways to say that Leslie had passed away. Good.</p>	
<p>3.2 Communicate clearly and accurately with students to maximize their understanding and learning</p>	<p>a. Provides directions and procedures  b. Uses questioning techniques  c. Responds to students  d. Communicates content</p>	<p>a)  B) T: We are going to put the book chapters on butcher paper in order  T: "Today you are going to come up with the chapter title and the page number"  T: I want you to write it in a very particular way  T: A brief summary in your own words  T: You are each going to have your own sheet; you need to record the title and the pages.   T- Close your books and hold on to your papers, we may be</p>	<p>a. Score: 3 Rationale: There is no indication that the students were confused about what they were being asked to do.   b. Score: 2 Rationale: The questions are mostly low level questions which assess vocabulary recall. However, even when the question isn't of particularly high quality, students are comfortable giving longer answers when prompted. We also see both recitation</p>

		<p>using them later today</p> <p>b)</p> <p>T "What do you do on a tour Ashley you are showing them around</p> <p>T: What would you say, walking around</p> <p>T: What do you think a budget mean?</p> <p>S- like when you plan</p> <p>T: what can I write, a small sentence...</p> <p>S- You keep track of how much you're going to spend and save.</p> <p>S- A journal of money saving;</p> <p>S- Also, keep track of your checks;</p> <p>S - It's like a budget on your calendar;</p> <p>S- Also, when you cut money from an area</p> <p>T Anyone want to share anything else?</p> <p>Noah: checks, anyone else, Jackie? Like a schedule</p> <p>T: When you are scheduling you are doing what?</p> <p>S Planning</p> <p>T: Can you tell me what a key quote means....</p> <p>S: I think the key quote is the most important paragraph</p> <p>T: What the word key means-</p> <p>S: that is important</p> <p>T: What does quote mean-</p> <p>S: an important line or sentence</p> <p>T: What does absolute minimum mean?</p> <p>T- How do we know it is a new paragraph?</p> <p>S- When it is indented and it starts a new subject.</p> <p>T- How did this feel? Think - before you raise your hand I want you to think about how it felt to rename your chapter. What did you have to think about? What did you have to do? Was it hard; was it easy?</p> <p>T: Let's see, someone new?</p> <p>Conversation pattern: TSSTTSTTSTSTST</p> <p>Whole group - 11 min</p> <p>Small group discussion [7 min]:</p> <p>Did you read Chapter 5? S - It's the one where they eat the Twinkie. S- On the bus? S- How about "Janice Avery and the Love Note"? Remember? S- Oh yeah, the love note; S- She writes a fake love note.</p> <p>S "We are supposed to make a new title, we have to make our</p>	<p>style discussion [t/s/t/s/t/s] during the whole group, but the small group discussion did involve all the students [within the video view].</p> <p>c. Score: 2 Rationale: The teacher does accommodate all student questions that come up during the lesson. Her responses allow students to complete the task, but do not challenge student thinking.</p> <p>d. Score: 2 Rationale: There is little evidence of the teacher explaining the content, perhaps because this is lesson falls at the end of the unit and is designed for students to summarize their learning. The teacher's communication mode is predominantly verbal.</p>
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		<p>own? S "Maybe something that rhymes with it or something that has to do with evil, because it is about the evil spell and the evil rain"  S "This was in the end when Maybelle was going to be changed into a queen." That's right.</p> <p>c)  S Q: There was a paragraph of 1 word, so could that explain it? T – Yes, it could be one word. S – But it could be more than one word, right? T- Yes, it could be more.  S Q: Are we doing this individually? T- You are each getting a sheet to write your answers on, but we are going to work in groups.  S- We used "The New Girl in Town" because this is when Leslie first comes. T- So she is the new girl in town?</p> <p>d)  C) I'm going to do the first one for you. I write in the chapter.  T- we are going to be cutting it down, it's a way of remembering  T: Also some other sentences that mean the same thing as the main idea of the chapter, the characters and the plot.</p>	
<p>3.3 Set high expectations and create challenging learning experiences for students</p>	<p>a. Establishes high expectations  b. Articulates measure of success  c. Implements challenging learning experiences</p>	<p>a)  T: I'm not going to tell you, I want you to tell me what budget tour might mean  T: You are right, we are going to create a tour, you all are responsible for one chapter, we are going to be cutting it down, it's a way of remembering  T: If the absolute minimum is just one word that would be okay? T "yes"</p> <p>b)  T: We are going to pull in a chip that has a different number each one represents a chapter. I'm going to do the first one for you. I write in the chapter. T projects the handout and students and then she fills in <u>T</u>: I want you to write it in a very particular way  T: Is the absolute minimum is just one word that would be okay? T "yes"  T: A brief summary in your own words</p>	<p>a. Score: 2 Rationale: The teacher's focus is primarily on what the students will <i>do</i> rather than what they will <i>learn</i> or how their learning connects to the CCSS objectives.</p> <p>b. Score: 1 Rationale: The teacher does not articulate the success criteria for students; her explanation is what students will be expected to do, but not how their work will be assessed.</p> <p>c. Score: 2 Rationale: The teacher does attempt to engage students by grouping them to have conversations and give a rationale for their title choice, but students have only 7 minutes of time within the lesson to exercise that</p>

		<p>T: You are each going to have your own sheet; you need to record the title and the pages.</p> <p>c)  Student groups are formed by randomly pulling chapter tiles, one student at a time.  Students work with peer groups—7 minutes  T “Together talk about what you would call this chapter?”  S: What should we call ourselves?”  S- It was pretty easy. We had “No” so we had to figure out a different way to say that Leslie died... T- So you found other ways to say that Leslie had passed away. Good.</p> <p>White board; Overhead Projector; Bridge to Terabithia; overhead of page 2, handouts [graphic organizer].  Only T uses technology</p>	challenge.
3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement	<p>a. Differentiates instruction</p> <p>b. Implements strategies for mastery of learning outcomes</p>	<p>a)  T-you all are responsible for one chapter.  T: A brief summary in your own words  T: You are each going to have your own sheet; you need to record the title and the pages.  S Q: Are we doing this individually? T- You are each getting a sheet to write your answers on, but we are going to work in groups.</p> <p>b)  T: We are going to put the book chapters on butcher paper in order  T: “Today you are going to come up with the chapter title and the page number”  End of Class: Ss share why they chose their new chapter title:  Ss- We looked at the end of our chapter and it was when Maybelle was made the new queen of Terabithia so we called our chapter, “Arrival of the New Queen;”  Ss -We called ours, “Janice Avery and the Love Note” because it was the chapter when they are on the bus and Janice writes a fake love note...}  S- We used “The New Girl in Town” because this is when Leslie first comes. T- So she is the new girl in town.</p>	<p>a. Score: 2 Rationale: The teacher uses some instructional strategies, such as collaborative groups and summarizing key quotes in the chapter to re-title the chapter, but students are not involved in the work long enough to all experience significant cognitive challenge.</p> <p>b. Score: 2 Rationale: The teacher attempts to have students demonstrate mastery of their learning when she has students explain their reasoning for selecting a new title. Not all groups have an opportunity to share their thinking and only one student per group/pair explains the thinking that went behind selecting the title.</p>
3.5 Engage students in the	a. Provide opportunities	a)	a. Score: 1 Rationale: The teacher provides

<p>development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology</p>	<p>b. for collaboration Provides synthesis, critical thinking and problem solving</p>	<p>Student groups are formed by randomly pulling chapter tiles, one student at a time. Students work with peer groups—7 minutes T “Together talk about what you would call this chapter?”</p> <p>b) S Q: There was a paragraph of 1 word, so could that explain it? T – Yes, it could be one word. S – But it could be more than one word, right? T- Yes, it could be more. S-Did you read Chapter 5? S – It’s the one where they eat the Twinkie. S- On the bus? S- How about “Janice Avery and the Love Note”? Remember? S- Oh yeah, the love note; S- She writes a fake love note. S “We are supposed to make a new title, we have to make our own? S ”Maybe something that rhymes with it or something that has to do with evil, because it is about the evil spell and the evil rain” S “This was in the end when Maybelle was going to be changed into a queen.” That’s right.</p>	<p>one opportunity for students to talk with peers. There were missed opportunities that could have allowed for increased collaboration [e.g., turn and talk about what you think might be the definition of a budget tour...].</p> <p>b. Score: 1 Rationale: The students have one opportunity to think critically and synthesize their understanding of the novel to create a new chapter title.</p>
<p>3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs</p>	<p>a. Used formative assessment b. Provides feedback during / after instruction c. Adjust pacing</p>	<p>a) T Do you remember that all chapters have numbers.? T: Can you tell me what a key quote means....S: I think the key quote is the most important paragraph T: What the word key means- S: that is important T: What does quote mean- S: an important line or sentence T: What does absolute minimum mean? T: How do we know it is a new paragraph? Tabitha: Indent T: What would you include in the summary? S The main idea? T: What else? S: What’s happening, T so maybe the plot T: What else? S” The one sentence that happens in the chapter T: Also some other sentences that mean the same thing as the main idea of the chapter, the characters and the plot. T: The final thing you will do is a graphic? Who knows? I know you know? Jill: a picture</p> <p>b) T: How could you give me a short idea, that’s a great sentence but I think there is more</p>	<p>a. Score: 2 Rationale: The teacher asks questions of student to determine their understanding of the vocabulary words, but only some students responded to the questions so her monitoring is uneven.</p> <p>b. Score: 2 Rationale: The teacher’s feedback is generally encouraging but does little to move student learning to the next step of complexity.</p> <p>c. Score: 2 Rationale: The teacher suggests an adjustment in that she will have the students come back to the task later in the day.</p>

		<p>T: Perfectly correct  T: Oh good that does take me back to the chapter  T: That's a good strategy I really like that.</p> <p>c)  A) T "We are kind of running out of time because it is almost recess time."  T- hold on to your papers, we may be using them later today.</p>	
<p>4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student</p>	<p>a. Interacts with students  b. Supports student diversity  c. Reinforces positive interactions...</p>	<p>a)  T "I thought Stephanie had number 4 oh they traded I know you are friends but it isn't going to work that way."  Ss switch tiles back as requested by T  T calls Ss by first name  T- Would you agree [after T paraphrases Ss response]  I- 3 of 7 visible students with heads down or not looking at the teacher  T calls on student who has head down, student sits up answers question and looks at teacher.  Ss wait to move until T gives direction  Ss immediately quiet when T rings bell</p> <p>b)  T- I though Stephanie was 4. Oh you switched. Switch back please; I know you are friends, but it isn't going to work that way today.  T "Who has #1?" Two students raise hands, students look at each other and nod.  T "Who has #2?" Two students raise hands, students look at each other.</p> <p>c)  Two students raise hands, students look at each other  Ss discuss the title of their chapter with one another:  S – How about Janice Avery and the love note?  S explains to S: We're supposed to make up our own title.  We can't use the one in the book.</p>	<p>a. Score: 3 Rationale: We have no evidence of negative interactions with students, favoritism, inconsistency or inappropriateness.</p> <p>b. Score: 2 Rationale: The teacher randomly groups students and when a student attempts to switch to be with her friend the teacher is clear that the student will work with the partner that picked the same number tile.</p> <p>c. Score: 2 Rationale: Partly because so much of class is spent in whole class discussion, we have relatively little evidence here. We have no evidence of disrespect or unkindness. When students move to groups, they seem genuinely interested in working with one another and support each other's learning.</p>
<p>4.2 Creates an intellectually challenging and stimulating learning environment</p>	<p>a. Establishes high expectations for achievement  b. Promotes student curiosity and</p>	<p>A) T- We're going to do an activity called a budget tour.  T- How did this feel? Think -- before you raise your hand I want you to think about how it felt to rename your chapter. What did you have to think about? What did you have to do? Was it hard, was it easy?</p>	<p>a. Score: 2 Rationale: Ms. Gallegos frequently communicates what students will be <i>doing</i> during class with passing references to what they will be <i>learning</i> in class.</p>

	<p>enthusiasm</p> <p>c. Promotes student pride in work and accomplishments</p>	<p>T- Oh, that's good; it takes me right back to that chapter</p> <p>b)</p> <p>T: I'm not going to tell you, I want you to tell me what budget tour might mean.</p> <p>c)</p> <p>Ss share why they chose their new chapter title:  Ss We looked at the end of our chapter and it was when Maybelle was made the new queen of Terabithia so we called our chapter, "Arrival of the New Queen;"  Ss We called ours, "Janice Avery and the Love Note" because it was the chapter when they are on the bus and Janice writes a fake love note... }  S- We used "The New Girl in Town" because this is when Leslie first comes. T- So she is the new girl in town.  S- It was pretty easy. We had "No" so we had to figure out a different way to say that Leslie died... T- So you found other ways to say that Leslie had passed away.</p>	<p>b. Score: 2 Rationale: Once students get into the work they demonstrate a commitment to the task and the teacher appears interested in hearing how the students have renamed their assigned chapters, however the teacher spends a lot of time giving directions while students listen and have little time to be challenged or cognitively engaged in the learning.</p> <p>c. Score: 3 Rationale: In spite of a slow start, the students do get involved in the collaborative task and appear eager to share their titles and their rationale for choosing that particular title.</p>
<p>4.3 Manages the learning environment for the effective operation of the classroom</p>	<p>a. Establish, communicate expectations for behavior</p> <p>b. Establishes routines procedures...</p> <p>c. Establishes instructional groups</p>	<p>a)</p> <p>"Clean up list of things to do" posted on front wall  T- I though Stephanie was 4. Oh you switched. Switch back please; I know you are friends, but it isn't going to work that way today.  Student behavior is appropriate</p> <p>b)</p> <p>"Please stay seated until I call on your group."  "Don't move yet, okay who had #3?"  &lt;1 minute for students to move desks  T" As quiet as you can take your books with you."  "Clean up list of things to do" posted on front wall  Ss raise hands and wait to be called on  T Rings bell to gather attention  I'm going to be passing out the numbers for your group-  Student passes out handouts to class while teacher has other students draw numbers  &lt;1 minute to pass out the chips</p> <p>c)</p>	<p>a. Score: 3 Rationale: Since student behavior is appropriate it can be inferred that there are clear behavior expectations and of which the students are well aware.</p> <p>b. Score: 3 Rationale: There are relatively few transitions in the video. When students move from one activity to the next we see that the transition between the directions and getting into working pairs does not significantly impact the learning time. The teacher and students share responsibility for distributing materials.</p> <p>c. Score: 3 Rationale: It appears in the video that all the groups are productively participating in the task even if the teacher is not in the vicinity.</p>

		<p>Students begin class seated in table groups for whole class instruction- 11 minutes</p> <p>Student groups are formed by randomly pulling chapter tiles, one student at a time.</p> <p>1 student switches tiles, T " I thought Stephanie had number 4 oh they traded I know you are friends but it isn't going to work that way." Student switches back.</p> <p>T- Go into your different groups – look at your chips</p> <p>Students work with peer groups—7 minutes</p>	
<p>4.4 Organize and utilize available resources [e.g. physical space, time, technology] to create a safe and productive learning environment</p>	<p>a. Organizes physical environment...</p> <p>b. Manages volunteers and paraprofessionals</p> <p>c. Establishes classroom safety</p>	<p>a)</p> <p>Technology positioned in front of classroom</p> <p>All Ss facing forward</p> <p>Ss seated at desk groupings</p> <p>Ss move to sit with partners</p> <p>b) NA</p> <p>c) Ss move into their groups without incident</p> <p>T moves around room without incident</p>	<p>a. Score: 3 Rationale: The room arrangement allows for flexibility and students are easily able to adjust their seating to work with a partner who may not be sitting right next to them.</p> <p>b. Score: Rationale:</p> <p>c. Score: 3 Rationale: There appears to be no safety issues in the classroom and all students are able to easily access the learning.</p>
<p>5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth</p>	<p>a. Use assessments to establish learning goals and inform instruction</p> <p>b. Measures and records student achievement</p> <p>c. Align assessment to learning goals</p> <p>d. Implement accommodations and modifications</p>	<p>a)</p> <p>T: Can you tell me what a key quote means....S: I think the key quote is the most important paragraph</p> <p>T: What the word key means- S: that is important</p> <p>T: What does quote mean- S: an important line or sentence</p> <p>T: What does absolute minimum mean?</p> <p>T: How do we know it is a new paragraph? Tabitha: Indent</p> <p>T: What would you include in the summary? S The main idea?</p> <p>b) NA</p> <p>c) NA</p> <p>d) NA</p>	<p>a. Score: Rationale:</p> <p>b. Score: NA Rationale:</p> <p>c. Score: NA Rationale:</p> <p>d. Score: NA Rationale:</p>
<p>5.2 Teachers understand, analyze, interpret and use assessment data to monitor</p>	<p>a. Analyze assessment data</p> <p>b. Use assessment data to set goals and provide</p>	<p>a) NA</p> <p>b) NA</p>	<p>a. NA</p> <p>b. NA</p>

<p>progress and to plan and differentiate instruction</p>	<p>student feedback c. Engages students in self-assessment</p>	<p>c) T: How did it feel to find a new title? S: I think you have to find different phrases or different words, the most important words S2: I think you should find a different phrase T: Anyone have a different way? Wes: It was pretty easy because our chapter was "No" so we just thought about what happened- just a different way to say it. We looked back to the last page and we used that</p>	<p>c. Score: 1 Rationale: The teacher does not engage the students in self-assessment of learning goals; she has given students an agenda of what they will do, but has not communicated the learning goals or measures of success so students are not able to self-assess progress towards learning goals.</p>
<p>5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated</p>	<p>a. Communicate the purpose of criteria b. Provides preparation and practice c. Provides assessment skills and strategies</p>	<p>a) T: I want you to write it in a very particular way T: Is the absolute minimum is just one word that would be okay? T "yes" T: A brief summary in your own words T: You are each going to have your own sheet, you need to record the title and the pages. T-That's a great sentence but I think there is more  b) NA  c) NA</p>	<p>a. Score: 1 Rationale: The teacher focuses on what student will do, but does not there is no discussion about what students are expected to learn and how the teacher will know if they have learned it.  b. Score: Rationale:  c. Score: Rationale:</p>

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**POST-OBSERVATION EVIDENCE**

7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth

- a. Reflects on evidence of learning
- b. Reflects on biases
- c. Plans professional growth

a)  
*I think the lesson went well for the most part. I think I spent too much time in the beginning of class talking about what we were going to do and taking them through every step of the assignment before getting them started in their groups.*

*I was pleased with the titles that the students were creating for their assigned chapter. I was most interested in why they selected the new title since that would tell me if they comprehended the key information. Only one group jumped to a title before actually reviewing the chapter for key information; that was the group that had the chapter originally titled, "No!" They said they found the task easy because that chapter was when Leslie died so they simply renamed the chapter, "The end of Leslie."*

*We did go back to the assignment later in the day and some of the students were able to complete their summaries. They had very good discussions about what they thought was the key information in the chapter – some groups had trouble agreeing on that, but they did finally come to agreement and wrote their summaries. I was also pleased that they really used one another and worked collaboratively – that is always a goal of mine; I didn't have to spend a lot of time explaining the task or helping them because they helped one another and came up with a good draft.*

*I've already made some notes about chunking out the directions – talking about renaming the chapter and then letting them get to work. When they were finished with that part I could explain the next part, get them going, etc.*

*Later that afternoon – after the observation – we worked on this some more and I did spend a little time*

a. Score: 3 Rationale: Ms. Gallegos is accurate in her assessment of the lesson in that she cites some specific moments in the lesson to support her reflection. She also brings the student work to illustrate their comprehension of the key points in the chapter. Ms Gallegos's reflection caused her to make some changes in the lesson that very afternoon. She also made a point of noting the changes that should be made if/when she teaches this lesson again. While her reflection does not include how she will align her reflection with her professional growth, there are more characteristics of a level 3 than a level 2. In a "real" situation the observer would have the opportunity to discuss Ms. Gallegos's professional growth goals and add evidence to this indicator to address that portion of the descriptor.

- b. NA
- c. NA

		<p><i>with that group, asking them to point to specific information from the chapter that influenced their title choice.</i></p> <p><i>Tomorrow we will finish and exchange the summaries among the groups so they can get feedback and revise the summary before they add it to their Budget Tour. Tomorrow they will also get to the graphic. They seem excited about this – I think it goes back to the fact that they all really like this book.</i></p> <p>b) NA</p> <p>C) NA</p>	
<p><b>OTHER EVIDENCE</b></p> <p>Student Work</p>	<p><b>CHAPTER 2</b>  <b>NEW TITLE:</b> The new kid in town</p> <p><b>SUMMARY:</b> Jess was lonely because he had only sisters and his dad didn't pay attention to him. When Leslie moves in next door he doesn't think they will be friends because she is a girl.</p> <hr/> <p><b>CHAPTER 5</b>  <b>NEW TITLE:</b> JANICE AVERY AND THE LOVE NOTE</p> <p><b>SUMMARY:</b> JANICE AVERY STEALS MAY BELLE'S TWINKIES AND SHE IS SO MAD SO JESSE AND LESLIE WRITE A FAKE LOVE NOTE TO JANICE. SHE THINKS IT IS FROM WILLARD HUGHES BUT IT ISN'T. THEN SHE GETS REALLY MAD BUT SHE DOESN'T KNOW THAT JESS AND LESLIE WROTE IT AND THEY ARE AFRAID JANICE WILL KILL THEM IF SHE FINDS OUT BECAUSE SHE IS A BULLY TO THEM.</p> <hr/> <p><b>CHAPTER 9</b>  <b>NEW TITLE:</b> Evil rain</p> <p><b>SUMMARY:</b> In this chapter it rains and rains and the stream gets flooded. They still go to Terabithia but Jess is afraid. He doesn't want Leslie to know he is afraid of all the water so he hopes they can just watch tv instead of going to Terabithia. He doesn't like it that he is afraid and</p>		

	Leslie isn't.
	CHAPTER 11 NEW TITLE: The End of Leslie  SUMMARY: Leslie dies in this chapter and Jess doesn't want to believe it.
	CHAPTER 13 NEW TITLE: The New Queen  SUMMARY: Jess makes May Belle the new queen of Terabithia in this chapter. This is important because after Leslie died Terabithia didn't have a queen and May Belle always wanted to be part of Terabithia. I think this shows that Terabithia will still exist even without Leslie

