Teacher Name: <u>V. Patel</u> **Date:** **Observer:**
ASCD Evidence Collection Form

PRE-OBSERVATION CONFERENCE/LESSON PLAN		
1a. Knowledge of content and pedagogy	*Knowledge of content and structure of discipline* **Standards** **2.2 Reading Comprehension: Comprehension and Analysis of Grade-Level-Appropriate Text** • Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. The selections in *Recommended Literature, Kindergarten Through Grade Twelve,* illustrate the quality and complexity of the materials to be read by students. **3.4 Literary Response and Analysis: Narrative Analysis of Grade-Level-Appropriate Text** • Determine the underlying theme or author's message in fiction and nonfiction text. • **ELL Standards: Comprehension and Analysis of Grade- Level-Appropriate Text and Expository Critique**	**Score: Developing/Basic** **Rationale:** This is an area where the teacher may be on the cusp of proficient, but isn't quite there yet. She does select appropriate standards but her understanding of how these concepts relate to one another is not clearly explained through the lesson plan. *In an "real" observation the observer would be able to ask clarifying questions to determine the teacher' understanding of how these concepts relate to one another and therefore the evidence may lead to a different level of performance.*
	Prerequisite relationships Pre-Ob: We have been working on inferences with narrative text and in artwork, so these terms are not new to the students. I will revisit a poem we studied prior to the winter break to activate their prior knowledge and then we will move to a new poem	**Score: Developing/Basic** **Rationale:** The lesson plan alone gives only rudimentary evidence that the teacher understands the prerequisite relationships related to the content.

	Content related pedagogy
	 • Model and explain inferred meaning
	     o Read "Revealing Rain"
	     o Use "think aloud" to infer meaning from figurative language
	     o Model capturing inferences on T-chart
	 • Activate prior knowledge of "inferring" and "inference."
	 • Use the "show don't tell" strategy
	 • Reintroduce John Updike's poem, "December" [shared reading]
	 I will be circulating as they work in their groups and will help any groups that get stuck, but I'm hoping the graphic organizer will be helpful to them.
		Score: Effective/Proficient
		
		 Rationale: The teacher has an understanding of current pedagogy for ELA from evidence that uses think aloud, modeling, activating prior knowledge, graphic organizers, and the use of the "show don't tell strategy" of writers' workshop.

1b. <u>Knowledge of students</u>	*Knowledge of child / adolescent development* They are curious and like to learn, but I notice that they would rather put down an answer, any answer, than ask a question. I think they want to please me and so they will fill up the paper because they think that's what I want.	**Score: Developing/Basic** **Rationale:** The teacher displays awareness of some of the developmental characteristics of the age group she teaches; however, this knowledge is used in a general way that does not take into consideration those students who may be atypical [e.g., a little more or less mature chronologically].
	Knowledge of the learning process I have a few students who are struggling readers so I work with their parents to suggest they read with their child at home or I send home books on weekends or school vacations so the students can practice. I will revisit a poem we studied prior to the winter break to activate their prior knowledge and then we will move to a new poem. After I model how I want them to find the clues and then infer.	**Score: Developing/Basic** **Rationale:** The teacher recognizes that reading at home will increase a student's reading ability and that activating prior knowledge is important for students to build new knowledge, but her plans do not show how she uses this information to target instruction beyond the whole group.
	Knowledge of students' skills…language proficiency	**Score: Developing/Basic**

	Most of my students speak English as a second language; the majority of the class is at the intermediate level of their language development, but I do have a few that are at the advanced level. Eighty-percent of my students is Latino with the rest of the class being a mix of African-American, Asian, and Anglo-European. The work we've been doing around inferences has been mostly as a whole group when we read narrative text. They have been learning figurative language in poetry, but now I want them to expand on what we started and consider what that figurative language is inferring. They have to start putting things together and being more abstract now so I'm not sure how they will do on their own.	**Rationale:** The teacher knows the backgrounds of her students and their families and she includes language objectives in her lesson plan, plans to use a graphic organizer, and has a strategy to help students who are struggling readers. These strategies, however, are for the whole group; her plan does not indicate how she would tailor instruction for individual students or groups of students based on their skill and/or language proficiency.
	Students' interest They are curious and like to learn My mentor also helps me figure out how to differentiate the lesson for the students, and together we look at the work the students have produced so I can plan how to address their learning needs in the subsequent lesson.	**Score: Developing/Basic**
		Rationale: Despite comments that she works with a mentor to differentiate lessons, this lesson is not differentiated in any specific way. While she does plan for the use of a graphic organizer, there is little evidence to indicate how she plans to meet the interests and experiences of her students.
1c. Establishing instructional	*Value, sequence & alignment* **2.2 Reading Comprehension: Comprehension and Analysis of Grade-Level-Appropriate Text**	**Score: Developing/Basic**

outcomes	• Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. The selections in *Recommended Literature, Kindergarten Through Grade Twelve,* illustrate the quality and complexity of the materials to be read by students.	**Score: Developing/Basic**
	3.4 Literary Response and Analysis: Narrative Analysis of Grade-Level-Appropriate Text • Determine the underlying theme or author's message in fiction and nonfiction text. • **ELL Standards: Comprehension and Analysis of Grade- Level-Appropriate Text and Expository Critique** • Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. • Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences [*intermediate ELL students*]. • Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations [*advanced ELL*]. • Understand and follow some multiple- step directions for classroom-related activities. This lesson was designed to address the reading comprehension and literary analysis standards; in particular the understanding of inference and drawing conclusions, or making generalizations, from the inferences. We have been working on inferences with narrative text and in artwork, so these terms are not new to the students.	**Rationale:** The teacher has selected standards that are important to the discipline and for language acquisition. The teacher is also able to articulate in the pre-observation conference how the lesson of drawing inferences relates to the chosen learning standards. The connection to a sequence of learning is not as developed – only mentioning how students have begun working on inferences with narrative texts and with artwork. *A "real" pre-observation conference would allow for further elaboration in the area of sequence of learning.*
	Clarity **Content Objective:** Students will capture meaning from figurative language and infer the underlying theme or message in poetry. **Language Objectives:**	**Score: Developing/Basic**

	• Students will identify key ideas from the text to draw inferences [intermediate ELL]
	• Students will identify key ideas from the text to draw inferences and make generalizations [advanced ELD]
	21st Century Skills:
	• **Collaboration:** Work independently and collaboratively to solve problems and accomplish goals.
	
	Formative Assessment
	• Teacher will assess student understanding by:
	   o Responses to teacher questions
	   o Responses on T-Chart – making a distinction between "evidence or clues"
	   o Presentation of group's inferences
		Rationale: The objectives are a combination of activities and student learning and the methods for assessment are loosely aligned to the outcomes.

	Balance This lesson was designed to address the reading comprehension and literary analysis standards; in particular the understanding of inference and drawing conclusions, or making generalizations, from the inferences. I am also working on collaborative group process skills so that is another element of the lesson that you will see. At the end of the lesson I will ask the orator from each group to present the group's work.	**Score: Effective/Proficient** **Rationale:** The teacher includes several different types of learning experiences for students: comprehension, analysis, collaborative group processes, and communication. The teacher has integrated these types of learning into the lesson.
	Suitability for diverse learners The work we've been doing around inferences has been mostly as a whole group when we read narrative text. They have been learning figurative language in poetry, but now I want them to expand on what we started and consider how figurative language helps readers to infer meaning. They have to start putting things together and being more abstract now so I'm not sure how they will do on their own. This lesson will almost be a baseline for me to see how well they can infer when working on their own or in their small groups.	**Score: Developing/Basic** **Rationale:** The teacher's lesson is designed for the whole group without any indication that the information she has about their skill or proficiency level is used to adjust instruction for groups or individual students.

| 1e. Designing coherent instruction A) | *Learning activities*
• Activate prior knowledge of "inferring" and "inference."
• Use the "show don't tell" strategy
• Reintroduce John Updike's poem, "December" [shared reading]
    ○ Language that "shows" a literal feeling [e.g., cold] and the emotional connection

• Model and explain inferred meaning
    ○ Read "Revealing Rain"
    ○ Use "think aloud" to infer meaning from figurative language
    ○ Model capturing inferences on T-chart
    ○ Question to students: "What kind of feeling do you get from the poem/the author's use of specific figurative language?"

• Students will review small group work process and expectations and self-select roles [scribe, reader, orator, timekeeper]
• Students will collaboratively read the new poem, "Dragons Below"
• Students will collaboratively use T-chart to find as many clues as possible, make one big inference and describe the feeling the poet intends to create in readers ["Dragons Below"]

• Orator from each group will read the group's inferences and big feeling to the whole class
• Students will answer teacher's clarifying questions
    ○ | **Score: Developing/Basic**

Rationale: The learning activities do not indicate ways in which students will be cognitively engaged throughout the lesson. The activities also do not include any mention of differentiation. |
| | *Instructional materials / resources*
• Poems: "December," "Revealing Rain," and "Dragons Below"
• T-Chart
• Chart paper and markers
• T-Chart example for modeling with students | **Score: Developing/Basic**

Rationale: While the materials seem appropriate to achieve the outcomes, there is no indication in the plan as to how the |

		materials support cognitive challenge.
	Instructional groups	**Score: Developing/Basic**
	Small Group work [10 minutes] • Students will review small group work process and expectations and self-select roles [scribe, reader, orator, timekeeper] • Students will collaboratively read the new poem, "Dragons Below" • Students will collaboratively use T-chart to find as many clues as possible, make one big inference and describe the feeling the poet intends to create in readers ["Dragons Below"]	**Rationale:** The teacher has included small group work in the lesson, however it does not provide much variety.
	Lesson / unit structure	**Score: Effective/Proficient**
	• Introduction (5 minutes) • Teacher Directed Instruction (10 minutes) • Small Group Work (10 minutes) • Closure Activities (5 minutes)	**Rationale:** The lesson has an organized progression with reasonable timelines associated with each part of the lesson.
1f. Designing student assessment	*Congruence w/ instructional outcomes* **Content Objective:** Students will capture meaning from figurative language and infer the underlying theme or message in poetry. o Use "think aloud" to infer meaning from figurative language o Question to students: "What kind of feeling do you get from the poem/the author's use of specific figurative language?" o Students will collaboratively use T-chart to find as many clues as possible, make one big inference and describe the feeling the poet intends to create in readers ["Dragons Below"] **Language Objectives:** • Students will identify key ideas from the text to draw inferences [intermediate ELL] • Students will identify key ideas from the text to draw inferences and make generalizations [advanced ELD] o Language that "shows" a literal feeling [e.g., cold] and the emotional connection **21st Century Skills:**	**Score: Developing/Basic** **Rationale:** The assessment methods planned by the teacher are loosely aligned to the learning outcomes and are not adapted for different groups of students.

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• **Collaboration:** Work independently and collaboratively to solve problems and accomplish goals.
     • Students will review small group work process and expectations and self-select roles [scribe, reader, orator, timekeeper]
     • Students will collaboratively read the new poem, "Dragons Below"
 	
Formative Assessment
• Teacher will assess student understanding by:
    o Responses to teacher questions
    o Responses on T-Chart – making a distinction between "evidence or clues"
    o Presentation of group's inferences
 	
Summative Assessment
• The students will take a quiz on inferences next week using a different poem. We will read the poem together and then students will independently identify "evidence or clues" and the "big feeling" of the poem.	

Criteria and standards
 	
2.2   Reading Comprehension: Comprehension and Analysis of Grade-Level-Appropriate Text
    • Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. The selections in *Recommended Literature, Kindergarten Through Grade Twelve,* illustrate the quality and complexity of the materials to be read by students.
 	
3.4   Literary Response and Analysis: Narrative Analysis of Grade-Level-Appropriate Text
    • Determine the underlying theme or author's message in fiction and nonfiction text.
 	
ELL Standards: Comprehension and Analysis of Grade- Level-Appropriate Text and Expository Critique
	Score: Effective/Proficient

• Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. • Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences [*intermediate ELL students*]. • Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations [*advanced ELL*]. • Understand and follow some multiple- step directions for classroom-related activities. **Success Criteria** • Students will use small group process to work collaboratively • Students will complete the Evidence or Clues T-chart with 90% accuracy • Students will be able to determine the "Big Feeling" from inferences [independently if advanced ELD; with assistance if intermediate ELD] • Students will be able to answer questions after presenting their work to the whole class	**Rationale:** The teacher has included clear standards and success criteria which describes the proficient level of performance for this element.

Design of formative assessment
 	
Formative Assessment
• Teacher will assess student understanding by:
    o Responses to teacher questions
    o Responses on T-Chart – making a distinction between "evidence or clues"
    o Presentation of group's inferences
 	
This lesson will almost be a baseline for me to see how well they can infer when working on their own or in their small groups.
	Score: Developing/Basic
	
	Rationale: The teacher has developed formative assessments for the lesson, but they are very general and do not indicate how all students will be assessed formatively or how the teacher will use the information to adjust instruction.

Use of formative assessment for planning *Principal: How have the students been doing with inference?* Vaishali: I think I'll find out more after this lesson! My mentor …, and together we look at the work the students have produced so I can plan how to address their learning needs in the subsequent lesson. This lesson will almost be a baseline for me to see how well they can infer when working on their own or in their small groups.	**Score: Developing/Basic** **Rationale:** While the teacher clearly plans to use the results of student assessments to plan future instruction, her tendency is to plan for the whole class rather than groups of students or individual students.

OBSERVATION		
2a. Respect and rapport	*Teacher interaction with students* T smiles at Ss Ss sitting on rug facing T Ss look at T when she is speaking T squats down to talk with Ss when they are at their desks T- no, it's not the devil! T laughs; Ss smile	**Score: Effective/Proficient**
		Rationale: The teacher's interactions are all friendly and appropriate to the age group. Ss and T smile frequently, make eye contact, and students seem comfortable offering answers even if they are unlikely [e.g., "the devil"].
	Students interactions with one another 1 S reads the poem to the rest of the group S- [couldn't hear well – S appeared to complain that "reader" was reading too slowly. T- She's trying and you have to help her. Ss listen and make eye contact when peers speak Ss smile, clap hands together and raise overhead to simulate firecracker	**Score: Effective/Proficient**
		Rationale: Students are generally respectful of one another. The teacher supports a student who is reading by telling the complaining student to help the reader therefore setting up an expectation for support among students.
2b. Culture for learning A)	*Importance of the content* T- Remember the word inference? Infer? Ss – YES T- Do you remember when we looked at pictures and talked about what it inferred? The girl was singing or dancing to SHOW that she was happy. T-When we talked about narratives we talked about clues and inferences; with poetry we are going to talk about the Big Feeling. Bins of books on shelves around the room S- He might have been 2 or 3. T-So you are making an inference that the child is small, maybe 2 or 3. S- He felt like he wanted to get out of there because he was afraid the train would hit him S- It is sort of comparing the dragon to the train. T-Oh my goodness! You	**Score: Effective/Proficient**
		Rationale: The evidence for this indicator leans more towards the proficient level because the teacher shows enthusiasm and commitment and the students struggle through their understanding of "Dragons Below" even providing additional commentary about the child in the poem when the orators report out to the whole group.

	are going ahead to talk about comparison and contrast and metaphor and simile! We're going to be talking about that a lot.	
	Expectations for learning and achievement T- We are going to practice this. I'm going to come around and give you the poem. The difference is there is just ONE big inference; then as a group you are going to talk about the feeling. What was the poet wanting us to feel when we read the poem? T- Remember, as a group you're going to talk about the feeling – what is the poet showing us. T- How many inferences are we going to make? Ss – ONE! Chart with student names and group roles hanging on bulleting board	**Score: Developing/Basic** **Rationale:** The teacher's expectations are more about what the students need to do as opposed to what they will learn and achieve. The expectation is that students will practice using clues to make a single inference.
	Student pride in work S-The dragon is mad S- But we know, he has a burst of anger S-That's the inference, because he is angry. S- He might have been 2 or 3. T-So you are making an inference that the child is small, maybe 2 or 3. S- He felt like he wanted to get out of there because he was afraid the train would hit him S- It is sort of comparing the dragon to the train. T-Oh my goodness! You are going ahead to talk about comparison and contrast and metaphor and simile! We're going to be talking about that a lot. S work posted on walls	**Score: Effective/Proficient** **Rationale:** Students persevere in their work to determine the inference in "Dragons Below" and at the end of the lesson they extend the interpretation to the child in the poem and how inference in this case is like a comparison.
2c. Managing classroom procedures	*Management of groups* T- Remember, as a group you're going to talk about the feeling – what is the poet showing us. T- We are going to practice in our groups and remember we have roles on the chart in the back T-What does the scribe do S- The scribe writes the events T-What does the reader do? S- The reader reads the poem. T while the others	**Score: Effective/Proficient** **Rationale:** In both the whole group and the small group settings, most students work productively whether or not the teacher is working with them directly or not.

	follow along. T- What does the orator do? S- Comes back to the rug and shares. T-Remember, we are going to do this lots, so you are going to get to play different roles.	
	Management of transitions T uses clapping pattern Ss repeat clapping pattern and sit quietly T calls Ss one at a time to go back to their groups [Nichols, Jose, …. S- How will the timekeeper look at the time… T- I will give you a 3 minute warning.	**Score: Effective/Proficient** **Rationale:** The teacher has established some routines in the classroom that students respond to quickly [clapping pattern]. There is little loss of instructional time.
	Management of materials and supplies Poem "December" by Updike written on chart paper Poem "Revealing Rain" by Nora Bradford written on chart paper T-Does every scribe have a pencil? 2nd adult in room give pencil to one student T-I will pass out to each group the graphic organizer	**Score: Effective/Proficient** **Rationale:** The teacher has materials and resources prepared and ready so that there is no loss of instructional time.
2d. Managing student behavior	*Expectations [for behavior]* Ss sitting on rug facing T Ss do not distract each other when sitting on rug Ss sit straight with hands folded [on rug] waiting to be dismissed by T Classroom rules posted on wall above blackboard	**Score: Effective/Proficient** **Rationale:** The teacher has rules posted and students seem to clearly understand the expectations as evidenced by their behavior on the rug and at their desks.
	Monitoring student behavior T puts her hand on hand of S who begins to talk when she is talking. S immediately stops talking, waits until T is finished speaking and then makes comment. T uses clapping pattern Ss repeat clapping pattern and sit quietly	**Score: Effective/Proficient** **Rationale:** The teacher uses proactive strategies such as a hand on a student, to redirect behavior.

	Response to student behavior Students comply with all teacher requests [to sit straight on the rug, to get into their groups]	**Score: Effective/ Proficient** **Rationale:** Student behavior is generally appropriate which represents the proficient level of performance.
2e. Organizing physical space	*Safety and accessibility* T circulates among groups T calls Ss one at a time to go back to their groups [Nichols, Jose, …. Ss move from rug to desks	**Score Effective/Proficient** **Rationale:** The teacher and students move around the room easily without incident.
	Arrangement of furniture and use of physical resources Bins of books on shelves around the room Chart paper and easel in front of room Ss sitting on rug facing T Desks arranged in long rows with Ss facing one another	**Score: Effective/Proficient** **Rationale:** The room is organized with areas for whole group work on the rug and individual or small group work at desks. Bins of books are organized on shelves for easy access to students.
3a. Communicating with students	*Expectations for learning* T- We looked at this poem called December; I know you remember this because we read it right before Christmas. T-This is a good part here to look at how the author is showing us [all bundled up] T-Remember we use our prior learning T-Today we are going to look at a poem called Revealing Rain [by Nora Bradford] T- I'm going to read it one more time and I want you to think about the big feeling. T- We are going to practice in our groups and remember we have roles on the	**Score: Developing/Basic** **Rationale:** The teacher is clear about what she expects the students to *do*, but is not explicit about what she expects the students to *learn* and the reason why the learning is important to them.

chart in the back.

	Directions and procedures	Score: Effective/Proficient
	T-I will pass out to each group the graphic organizer	
	T-Read the entire poem once, look for clues, make an inference, figure out the feeling.	Rationale: The teacher gives the directions orally and also has them posted for student reference. Students do not need additional explanation about the task.
	T-First step is to read the poem together. I hope the reader is going to start reading.	
	[Directions posted on chart in front of room]	
	T- How many inferences are we going to make? Ss – ONE!	
	Explanations of content	**Score: Effective/Proficient**
	T- Remember the word inference? Infer? Ss – YES	
	T-Remember how authors don't always tell us everything with words. They might show that the character was dancing, or singing to /show that it was happy.	
	T- Do you remember when we looked at pictures and talked about what it inferred? The girl was singing or dancing to SHOW that she was happy.	
	T- Do you see the word cold here? Ss- NO	
	T-What do we know about snow?	
	S-It is cold	

	T-How do you feel when you're walking like a penguin? S- All squished up T- This is a really good example of how authors show us not tell T- I was thinking, what could those 2 dots of light be? And I realized they could be headlights. My inference is that a car is coming. T says that roads are made of tar so the black tar is the road below the car T- Remember, as a group you're going to talk about the feeling – what is the poet showing us. T-You are going ahead to talk about comparison and contrast and metaphor and simile! We're going to be talking about that a lot.	**Rationale:** The teacher's explanation of content is clear and she relates it to work they have done previously with inferences. The teacher also uses strategies such as think aloud and modeling to explain the content to the students.
	Use of oral / written language T- Remember the word inference? Infer? Ss – YES T uses graphic organizer T- The author is giving me a clue. The evidence the author is giving me is 2 dots of light. T- I was thinking, what could those 2 dots of light be? And I realized they could be headlights. My inference is that a car is coming. [T writes clue and inference on chart] T- We are going to practice in our groups and remember we have roles on the chart in the back. [Directions posted on chart in front of room]	**Score: Effective/Proficient**
		Rationale: The teacher's language is clear and expressive; she also has a graphic organizer and charts to support verbal directions.
	Quality of questions	**Score: Developing/Basic**

	T- I was thinking, what could those 2 dots of light be? And I realized they could be headlights. My inference is that a car is coming.	**Score: Developing/Basic**
3b. Using questioning and discussion techniques	T- What could ornaments of the sky be? S- Rain? T- What is the black tar below? S- the rubber… T- That's exactly not it. S-The windshield wiper? T- How is this child or person feeling in the car? S- Scared? T- Well, her eyes are wide open so think about how you feel when your eyes are wide open? S- Nervous? T-Remember her eyes are wide open; usually when you are scared you would close your eyes. S- I think she is brave because her eyes are wide open T- Is she happy? T-What kind of dragon lives below the city streets and blows steam and makes the ground rumble? S- I think it's an imagination. T-What is underneath the city that would let out steam in holes in the sidewalk? Denise? –Denise, sometimes there is smoke; T-What is it? Ss- a heater? T- Are there heaters under all of the city? S- Not all over, but… T- What is under the city streets? S- Oh, the subway? T- smiles Yes, do you think it's the subway? Look at your clues! T- How many of you could see how nervous and scared this child was? Hands raised S- He might have been 2 or 3. T-So you are making an inference that the child is small, maybe 2 or 3. S- He felt like he wanted to get out of there because he was afraid the train would hit him S- It is sort of comparing the dragon to the train.	**Rationale:** The teacher's questions are a combination of open and closed with some opportunities to expand upon an answer. While not all questions are posed in rapid succession, most questions are responded to with short answers by one or two students at the most.

	Discussion techniques	**Score: Developing/Basic**
	Ss talk with peers in small groups [S-What is the inference; S-It makes steam and loud noises; S-I think it is a dragon; S-No that's the inference…] S-The dragon is mad S- But we know, he has a burst of anger S-That's the inference, because he is angry. T-What is underneath the city that would let out steam in holes in the sidewalk? Denise? –Denise, sometimes there is smoke; T-What is it? Ss- a heater? T- Are there heaters under all of the city? S- Not all over, but… T- What is under the city streets? S- Oh, the subway? T- smiles Yes, do you think it's the subway? Look at your clues! S- He or she is roaring and it is wild and loose below. We think it was a train. T- That's true. S- The dragon… T- You wrote down 2 different clues T- Did you have some different clues. S- Thrashes and stamps its feet. T-Did you have some different feelings? S shakes head no. T- I see one… S- Nervous. T- Good nervous.	**Rationale:** In the small group work the students have more of an opportunity to discuss the clues and inferences, but in the whole group setting only some students are selected to respond to the teacher's questions.
	Student participation S- He might have been 2 or 3. T-So you are making an inference that the child is small, maybe 2 or 3. S- He felt like he wanted to get out of there because he was afraid the train would hit him S- It is sort of comparing the dragon to the train. 1 S from group reports out on to the whole group Ss read their inferences aloud to class Ss listen to peer orators	**Score: Developing/Basic** **Rationale:** As with the opportunities for discussion, not all students participate in the whole group discussion and therefore participation is limited to the small group work time.
3c. Engaging students in	*Activities and assignments*	**Score: Developing/Basic**

| learning
A) | T reads "December" – Ss read along as T tracks words
Ss read "December" along with T

T asks Qs to whole group; Ss call out answers or are called on by T
Ss listen to T read "Revealing Rain"

T- What could ornaments of the sky be?
S- Rain?
T- You just made an inference. The "ornaments of the sky" is the rain!

Ss talk with one another in groups
S-The dragon is mad and we know because the author is describing it.
S- You could write he is angry and that is why he is stamping his feet.

S-That's the inference, because he is angry.

1 S has head on desk

S- He or she is roaring and it is wild and loose below. We think it was a train.
T- That's true.
S- The dragon… T- You wrote down 2 different clues
T- Did you have some different clues. S- Thrashes and stamps its feet.
T-Did you have some different feelings? S shakes head no. T- I see one… S-Nervous. T- Good nervous.

S- He might have been 2 or 3. T-So you are making an inference that the child is small, maybe 2 or 3.
S- He felt like he wanted to get out of there because he was afraid the train would hit him
S- It is sort of comparing the dragon to the train. T-Oh my goodness! You are going ahead to talk about comparison and contrast and metaphor and simile! We're going to be talking about that a lot. | **Score: Developing/Basic**

Rationale: While there are opportunities for students to be actively thinking about the content of "Dragons Below" and applying the skill of inference to that poem, the rest of the class time involves far fewer students in cognitively challenging learning experiences. Only some students respond to the teacher's questions when discussing "December" and/or "Revealing Rain."

This teacher might move to proficient practice by using strategies such as turn and talk or think, pair, share, or a more random call method so that all students were expected to think about and respond to the questions being posed even if in a whole group setting. |

TEACHING LEARNING SOLUTIONS

	Grouping of students	**Score: Effective/Proficient**	
	T-What does the scribe do S- The scribe writes the events	**Rationale:** In both the whole group and the small group settings, most students work productively whether or not the teacher is working with them directly or not.	
	T-What does the reader do? S- The reader reads the poem. T while the others follow along.		
	T- What does the orator do? S- Comes back to the rug and shares. T-Remember, we are going to do this lots, so you are going to get to play different roles.		
	Ss talk with peers in small groups [S-What is the inference; S-It makes steam and loud noises; S-I think it is a dragon; S-No that's the inference…]		
	Ss listen and make eye contact when peers speak		
	Ss work in groups to complete T-Chart using "Dragons Below"		
	Instructional materials and technologies	**Score: Developing/Basic**	
	Chart paper and easel in front of room Poem "December "by Updike written on chart paper Poem, "Revealing Rain" by Nora Bradford written on chart paper Markers T-chart [example on chart; student handout] "Dragon Below" handout	**Rationale:** As with the activities and assignments, there are portions of the lesson that challenge students mentally, but there are other parts of the lesson where it is unclear as to how many students are actually cognitively challenged therefore it is a stretch to rate this element higher than basic.	
	Structure and pacing	**Score: Effective/Proficient**	
	T- We looked at this poem called December; I know you remember this because we read it right before Christmas.	**Rationale:** The lesson has a definite structure and the time frame seems to be appropriate since all groups are able to report out at the end of the class.	
	T-Today we are going to look at a poem called Revealing Rain [by Nora Bradford]		

	T- We are going to practice in our groups and remember we have roles on the chart in the back. S- How will the timekeeper look at the time? T- I will give you a 3 minute warning. T- You will have 6 minutes to do this. I'll give you more time if you need it. All groups appear to finish T chart 1 S from group reports out on to the whole group	
3d. Using assessment in instruction	*Assessment criteria* Remember how authors don't always tell us everything with words. They might show that the character was dancing, or singing to /show that it was happy. Remember poets are showing us. When we talked about narratives we talked about clues and inferences; with poetry we are going to talk about the Big Feeling. T demonstrates expectation for filing out T-chart All groups appear to finish T chart	**Score: Ineffective/Unsatisfactory** **Rationale:** The teacher reminds students of the work they have done in past lessons and tells them what they are going to do for that lesson, but the purpose or criteria is never explained to the students. As well, students are not aware of the criteria for success beyond completing the graphic organizer. Despite the fact that success criteria is spelled out in her plan, it is not communicated to the students.
	Monitoring of student learning T-What do we know about snow? S-It is cold T-How do you feel when you're walking like a penguin? S- All squished up T- Do you see the word cold here? Ss- NO T- Did you have some different clues. S- Thrashes and stamps its feet.	**Score: Developing/Basic** **Rationale:** The teacher's use of formative assessment is rudimentary in that she is able to track the understanding of some students [through Q and A], but not all students. Since the students the teacher calls on give appropriate responses the teacher moves on, but we don't know if all

	T-Did you have some different feelings? S shakes head no. T- I see one… S- Nervous. T- Good nervous.	students have the same level of understanding as the one student who answered the question.
	Feedback to students	**Score: Developing/Basic**
	T- What is the black tar below? S- the rubber… T- That's exactly not it. S-The windshield wiper? T- I think we're going off in the wrong direction. What is the road made out of? S-The dirt? T- I'm going to explain to you what tar is. It is something that is used to make roads. T- Well, her eyes are wide open so think about how you feel when your eyes are wide open? S- Nervous? T [to Ss in one group]- It lives under ground and makes loud noises… S- I think it is the devil. T- no, it's not the devil! T laughs T-What is underneath the city that would let out steam in holes in the sidewalk? Denise? –Denise, sometimes there is smoke; T-What is it? Ss- a heater? T- Are there heaters under all of the city? S- Not all over, but… T- What is under the city streets? S- Oh, the subway? T- smiles Yes, do you think it's the subway? Look at your clues! Ss smile. T- Does the poet ever use the word subway? Ss- NO	**Rationale:** This indicator has evidence of both developing and proficient practice. The teacher does give timely; however the teacher leads the students to the correct answer rather than have students continue to discuss and problem-solve the clues in the poem. This tendency to lead the students to a single answer does not necessarily advance student learning and therefore the score is determined to be "developing."
	Student self-assessment and monitoring of progress	**Score: Developing/Basic**

	T- Remember the word inference? Infer? Ss – YES T- Do you remember when we looked at pictures and talked about what it inferred? The girl was singing or dancing to SHOW that she was happy. T- How many of you could see how nervous and scared this child was? Hands raised	**Rationale:** This rating is between Ineffective/Unsatisfactory and Developing/Basic. The teacher does have the students self-assess, but it is a very superficial self-assessment strategy in the beginning of the class and at the end of the class. The students do not self-assess against any sort of learning goal, which results in straddling the ineffective and developing ratings.
3e. Demonstrating flexibility and responsiveness	*Adjust project / lesson* T- You will have 6 minutes to do this. I'll give you more time if you need it.	**Score: NS**
		Rationale: There is limited evidence for this element therefore it should not be scored on a single piece of evidence. In a "real" observation the observer would have the opportunity to talk with the teacher about whether the lesson was adjusted from her intended plan; did she, for example, actually give the students additional time to complete the group activity. With additional evidence from the teacher this element could be scored.
	Response to students S- How will the timekeeper look at the time? T- I will give you a 3 minute warning. 1 S reads the poem to the rest of the group S- [couldn't hear well – S appeared to complain that "reader" was reading too slowly. T- She's trying and you have to help her. S- He might have been 2 or 3. T-So you are making an inference that the child	**Score: Effective/Proficient**
		Rationale: The teacher responds to all student questions and allows students to expand upon their ideas regarding the child in the poem and again in noting that the dragon could be compared to the train.

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	is small, maybe 2 or 3. S- He felt like he wanted to get out of there because he was afraid the train would hit him S- It is sort of comparing the dragon to the train. T-Oh my goodness! You are going ahead to talk about comparison and contrast and metaphor and simile! We're going to be talking about that a lot.	
	Persistence T-What is underneath the city that would let out steam in holes in the sidewalk? Denise? –Denise, sometimes there is smoke; T-What is it? Ss- a heater? T- Are there heaters under all of the city? S- Not all over, but… T- What is under the city streets? S- Oh, the subway? T- smiles Yes, do you think it's the subway? Look at your clues! Ss smile.	**Score: Developing/Basic** **Rationale:** The teacher clearly doesn't give up on students who are struggling to understand the inferences in "Dragon's Below," but her strategies tend to center on leading students with more and more revealing clues rather than using a variety of techniques that would turn the learning back to the students.