



South Carolina  
Department of Education

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**Jean Finch**  
**5<sup>th</sup> Grade English Language Arts**

# **SAFE-T NET**

## **Training**

### **Dossier**

November 2009

**Teacher's name** Ms. Jean Finch                      **Contract level** Annual  
**District** Sandhills County                      **School** Palmetto Place Elementary  
**Academic year** 2007-08                      **Course** 5<sup>th</sup> Grade English Language Arts

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**Note: This dossier, originally created during the 2007-08 academic year, has been reformatted to reflect the most recent versions of the SAFE-T templates. The Long-Range Plan and Unit Work Sample refer to the 2002 South Carolina English Language Arts Curriculum Standards, which were the curriculum standards in effect at the time that the original dossier was created.**

## SAFE-T LOG (ET4)

**Teacher's name** Ms. Jean Finch      **SC Teaching Certificate No.** 555555  
**District** Sandhills County      **School** Palmetto Place Elementary  
**Grade level(s)/Subject area(s)** 5th Grade English Language Arts  
**Academic year** 2007-08      **Contract level** Annual  
**Evaluator/Chair** H. Tate      **SC Teaching Certificate No.** 333333  
**Evaluator** M. Atkinson      **SC Teaching Certificate No.** 888888  
**Evaluator** \_\_\_\_\_      **SC Teaching Certificate No.** \_\_\_\_\_

<b>Preliminary Evaluation Period (PEP)</b> The teacher received a comprehensive <b>orientation</b> to SAFE-T.	<b>Date</b> 8/9/2007	<b>Teacher's Initials</b>
<b>Preliminary Evaluation Period (PEP)</b> The teacher submitted the <b>long-range plan</b> .	<b>Date</b> 9/4/2007	<b>Chair's Initials</b>
<b>Preliminary Evaluation Period (PEP)</b> The teacher submitted the <b>unit work sample</b> .	<b>Date</b> 11/10/2007	<b>Chair's Initials</b>
<b>Preliminary Evaluation Period (PEP)</b> <b>Integral classroom observation #1</b> for the PEP was conducted.	<b>Date</b> 9/10/2007	<b>Evaluator's Initials</b>
<b>Preliminary Evaluation Period (PEP)</b> The teacher submitted the <b>reflection</b> on PEP observation #1.	<b>Date</b> 9/16/2007	<b>Chair's Initials</b>
<b>Preliminary Evaluation Period (PEP)</b> <b>Integral classroom observation #2</b> for the PEP was conducted.	<b>Date</b> 11/15/2007	<b>Evaluator's Initials</b>
<b>Preliminary Evaluation Period (PEP)</b> The teacher submitted the <b>reflection</b> on PEP observation #2.	<b>Date</b> 11/20/2007	<b>Chair's Initials</b>
<b>Preliminary Evaluation Period (PEP)</b> The <b>professional performance review</b> was submitted.	<b>Date</b> 12/4/2007	<b>Chair's Initials</b>
<b>Preliminary Evaluation Period (PEP)</b> The teacher submitted the <b>professional self-assessment</b> .	<b>Date</b> 12/3/2008	<b>Chair's Initials</b>
<b>Preliminary Evaluation Period (PEP)</b> The evaluation team <b>consensus meeting</b> was held.	<b>Date</b> 12/11/2007	<b>Chair's Initials</b>
<b>Preliminary Evaluation Period (PEP)</b> The preliminary evaluation <b>conference</b> was held with the teacher.	<b>Date</b> 12/14/2007	<b>Chair's Initials</b>

**Comments and/or description of other SAFE-T related activities (e.g., additional integral classroom observations, additional reflections, walk-through observations) conducted during the preliminary evaluation period. (optional)**

<b>Final Evaluation Period (FEP)</b> The teacher submitted the <b>long-range plan</b> , <i>if required</i> .	<b>Date</b>	<b>Chair's Initials</b>
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<b>Final Evaluation Period (FEP)</b> The teacher submitted the <b>unit work sample</b> , <i>if required</i> .	<b>Date</b>	<b>Chair's Initials</b>
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<b>Final Evaluation Period (FEP)</b> <b>Integral classroom observation #1</b> for the FEP was conducted.	<b>Date</b>	<b>Evaluator's Initials</b>
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<b>Final Evaluation Period (FEP)</b> The teacher submitted the <b>reflection</b> on FEP observation #1.	<b>Date</b>	<b>Chair's Initials</b>
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<b>Final Evaluation Period (FEP)</b> <b>Integral classroom observation #2</b> for the FEP was conducted.	<b>Date</b>	<b>Evaluator's Initials</b>
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<b>Final Evaluation Period (FEP)</b> The teacher submitted the <b>reflection</b> on FEP observation #2.	<b>Date</b>	<b>Chair's Initials</b>
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<b>Final Evaluation Period (FEP)</b> The <b>professional performance review</b> was submitted.	<b>Date</b>	<b>Chair's Initials</b>
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<b>Final Evaluation Period (FEP)</b> The teacher submitted the <b>professional self-assessment</b> , <i>if required</i> .	<b>Date</b>	<b>Chair's Initials</b>
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<b>Final Evaluation Period (FEP)</b> The evaluation team <b>consensus meeting</b> was held.	<b>Date</b>	<b>Chair's Initials</b>
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<b>Final Evaluation Period (FEP)</b> The final evaluation <b>conference</b> was held with the teacher.	<b>Date</b>	<b>Chair's Initials</b>
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**Comments and/or description of other SAFE-T related activities (e.g., additional integral classroom observations, additional reflections, walk-through observations) conducted during the final evaluation period. (optional)**

By signing below, I verify the accuracy of the above SAFE-T log.

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

## TT1: Long-Range Plan

**Teacher's name** Ms. Jean Finch      **Contract level** Annual  
**District** Sandhills County      **School** Palmetto Place Elementary  
**Academic year** 2007-08      **Evaluation period**       Preliminary       Final  
**Course** 5<sup>th</sup> Grade English Language Arts

### Section I: Student Information (Key Element 1.A)

- ♦ *Describe the student information that you feel will have the most impact on the way you plan and deliver instruction.*

*(Check one of the following two options.)*

- The student information is described in a separate document. (Note: A copy of this document must be included in the dossier.)
- The student information is described in the table below.

<b>Important Student Information (Key Element 1.A)</b>		
<b>Factor</b> <i>(e.g., gender, SES, reading levels)</i>	<b>Description</b> <i>(in terms of your students)</i>	<b>Source(s)</b> <i>(if needed)</i>
Demographic Data	13 boys, 9 girls; 14 white, 7 African-American, 1 Hispanic; 11 students qualify for free lunch, 4 for reduced-price lunch, and 7 are full pay.	TestView/Observation
Reading and Writing Proficiency	3 students scored Basic, 14 scored Proficient, 3 scored Advanced, and 2 had no PACT scores.	2007 PACT Scores (Accessed through TestView)
Student Interests	Student interests include: sports, music, drawing, drama, video games, movies, TV.	Student Interest Inventory
Learning Styles	5 students consider themselves auditory learners, 15 visual learners, and 2 tactile learners.	Learning Styles Inventory
Reading and Writing Attitudes	All students report reading for pleasure outside of school; all consider themselves good readers and writers; no students report writing for pleasure outside of school.	School Interest Inventory, Student—Teacher Interviews, Student Writer's Journals

- ◆ **Reflect on the student information** (Key Element 1.A): (1) Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long- and short-range plans?

Demographic Data: I feel the information regarding gender and ethnicity (along with student interests) is helpful as I work to build my classroom library and as I select texts for shared reading, guided reading, and read-alouds. The information regarding free, reduced-price, or full-pay lunch suggests that I need to be mindful of family situations regarding supplies and supplemental materials that students may need during the year.

Reading and Writing Proficiency: Although over half of the students scored in the Proficient category on PACT last year, three scored Basic, and three scored in the Advanced range. (Two students who moved from out of state had no scores.) This range of reading and writing levels suggests that I will need to differentiate instruction based on these ability levels, especially as we work with various pieces of literature this year.

Student Interests: My students have a wide range of interests that I can draw upon in the classroom in designing activities that will support their learning. These interests also help me in selecting texts for shared reading, guided reading, and read-alouds—particularly ones that I will use as literary models during craft lessons. I can also draw upon their interests in locating reading materials for our classroom library and as I work with our media specialist to help students choose books and magazines for independent reading.

Learning Styles: Most of my students consider themselves visual learners. This idea will be very important as we are working on various reading and writing concepts this year. Because there are auditory, visual, and tactile/kinesthetic learners in the class, I will need to make sure that activities appeal to more than one learning modality or that I use a combination of activities during the course of a lesson to appeal to the different learning styles. The learning styles inventory helps me plan so that I can build upon strengths and develop areas of need. For example, because few of my students consider themselves auditory learners, I feel they will benefit from frequent read-alouds of varied types of texts to enhance their critical listening skills.

Reading and Writing Attitudes: All of my students indicated that they read outside of school for pleasure, but none of the students typically writes for pleasure. As I plan the unit on the Writing Process, I need to look for ways to encourage students to write and to help them see writing as a valuable activity both inside and outside of school. For this reason, I have decided to have students use a writer's notebook or journal on a daily basis to respond to class readings and activities. They will then be able to use ideas from the journal to develop longer pieces of writing and to experiment with the different literary models and writer's craft lessons.

**Section II: Long-Range Learning and/or Developmental Goals (Key Element 1.B)**

- ◆ **Describe the long-range learning/developmental goals that you have established for your students in the subject/course.**

(Check one of the following two options.)

- The long-range learning and/or developmental goals are described in a separate document. (Note: A copy of this document must be included in the dossier.)
- The long-range learning and/or developmental goals are described in the table below.

<b>Long-Range Learning and/or Developmental Goals</b> (Key Element 1.B)
Students will develop analytical and interpretive skills in literature and written text.
Students will choose and read books at their individual level to gain information and for pleasure.
Students will expand their writing skills with a focus on persuasive writing.
Students will explore quality children’s literature to identify and develop writer’s craft.
Students will develop research, listening and oral communication, and presentation skills.
Students will develop linguistic competency including expanding their knowledge of roots and affixes, word origins, and derivatives.
Students will demonstrate the value of teamwork and the importance of each team member.
Students will develop reasoning skills in the language arts.
Students will demonstrate active listening skills.
Students will take responsibility for their actions.

- ◆ **Reflect on the long-range learning and/or developmental goals (Key Element 1.B): Of the long-range learning and/or developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?**

These learning and developmental goals for 5<sup>th</sup> Grade English Language Arts are based upon district curriculum guidelines, the South Carolina English Language Arts Curriculum Standards for 5<sup>th</sup> Grade (2002), and needs and objectives identified by our 5<sup>th</sup> Grade team at Palmetto Place Elementary. The three most important goals are developing analytical and interpretive skills, reading to gain information and for pleasure, and students taking responsibility for their actions. In combination, these three goals support students as they become effective readers and writers and encourage them to develop as lifelong learners. I want each of my students to become a competent reader who enjoys reading and is self-disciplined in his or her reading. This is especially important since reading is essential to their success in all subject areas in school. I also want each student not only to be able to understand a text but also to analyze its content and purpose in order to make informed decisions. The goal that students will be responsible for their actions is based on our 5<sup>th</sup> grade team’s belief in helping students to become successful in school and to build skills that will help them be successful in the workplace and in life.

### Section III: Instructional Units (Key Element 1.C)

- ◆ ***Describe the instructional units, in sequence, for this course.***

*(Check one of the following two options.)*

- The instructional units are described in a separate document. (Note: A copy of this document must be included in the dossier.)
- The instructional units are described in the table below.

<b>Unit Topic or Description</b> (Key Element 1.C)	<b>Unit Length</b> (i.e., approximate number of lessons)
1. Process Spelling and Word Study (including Roots and Stems)	Ongoing, daily ELA activity throughout the year
2. Getting to Know Ourselves as a Community of Readers and Writers	2 weeks (August)
3. The Writing Process	7 weeks (September-October)
4. Novel Study	9 weeks (October—December)
5. Patterns of Change	9 weeks (January—March)
6. Poetry	2 weeks (March)
7. Novel Study—Literature Circles	2 weeks (April)
8. Inquiry/Research Project	4 weeks (May)

- ◆ ***Reflect on the instructional units (Key Element 1.C): How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?***

The 5<sup>th</sup> Grade South Carolina ELA Curriculum Standards (2002) focus on four major strands: reading, writing, communication, and research. These strands are integrated throughout each unit of study. For instance, during novel study, I include activities related to word study, reading, writing, speaking, listening, and researching.

For the most part, the course is organized by nine-weeks. Process spelling and word study, though, are yearlong units of study. Each class period begins with a daily activity related to spelling or word study. Because the writing process is a major focus in the 5<sup>th</sup> Grade ELA Standards, I begin the year with this particular unit because it will support all other units of study. The unit also integrates reading through the use of literary models and shorter texts for both reading

and writer's craft lessons. During the second nine-week period, we will focus on a novel study. The patterns-of-change unit in the third quarter is a thematic unit that includes non-fiction and informational texts with a focus on persuasive writing. During the last nine-week period, we will study poetry and then students will engage in a second novel study through literature circles. Having students participate in a literature circle gives them the opportunity to choose a book with their group members and set goals for their reading and study of the novel. The final unit of the year, the inquiry/research project, is based upon this second novel study. Students will identify an idea or question related to the novel they read within their literature circles and will develop that topic into an inquiry-based research project. Although standardized testing will occur during this final unit of study, students will be able to continue their inquiry projects, which are a culmination of many of the skills and topics we will work on throughout the year.

#### Section IV: **Assessment of Student Performance** (Key Element 1.D)

- ◆ ***Describe (1) the major course assessments, (2) the evaluation criteria for the course, (3) the way(s) in which you will report overall student progress and achievement, and (4) your system for maintaining records of student progress and achievement for this course.***

(Check one of the following two options.)

- The assessment information is described in a separate document. (Note: A copy of this document must be included in the dossier.)
- The assessment information is described below.

Throughout the year I will use a variety of pre- and post-assessments as well as assessments during instruction. The major assessments will include tests, homework, reading logs and reader/writer journals, pieces of writing taken through the writing process, and projects.

Pretests will be used to adequately plan instruction. Homework is checked for completion and reviewed daily. Reading logs and journals are assessed for completion weekly; students are given written feedback through my comments in the logs and journals. Writing tasks are evaluated using the 6+1 writing rubric. Periodically during the year, I will use the PACT/HSAP rubric to evaluate a piece of student writing. (This rubric is a variation of the 6 + 1 rubric that student must be familiar with in order to prepare for PACT.) Rubrics will be used for projects and will include points for completion and for the quality of student work.

Grades will be recorded both in a grade book and in Integrate Pro. I will also use checklists and anecdotal records to document each student's independent reading. Writing assignments are maintained in each student's writing folder.

Each week, I communicate with parents through the Wednesday Folders, which include graded student work for parents to review and a weekly newsletter. Once each nine weeks, students include a letter discussing "what I have learned and what I am working on" to share with their parents. Progress reports and report cards are sent home according to the district timeline. I also maintain a Parent Contact Log and communicate with parents regularly to share both successes and concerns.

- ◆ ***Reflect on student performance (Key Element 1.D): (1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) What did or will you do to help your students and their parents understand (a) the evaluation***

*criteria you have established for the course as well as (b) the reports they receive regarding the student's overall progress and achievement in the course?*

The major assessments of the course relate to the objectives, concepts, and skills that students are working on. Students receive a great deal of feedback based on my reading and evaluating their homework, reading logs, and writer's notebooks/journals. Students also receive a copy of the 6 + 1 writing rubric so they can assess and evaluate their own writing. Activities during The Writing Process unit help students understand the different traits and levels of performance included in the rubric. Parents receive copies of assignment descriptions and rubrics at the beginning of a unit or assignment, and I discuss each student's progress with parents during conference nights. The letters that students write parents each nine-weeks help students to reflect on their work and explain class activities to parents, too.

### **Section V: Classroom Management (Key Element I.E)**

- ◆ *Describe your expectations for student behavior during instruction and during non-instructional routines. Write your description as though you were explaining these expectations to your students and their parents.*

*(Check one of the following two options.)*

- The explanation for student classroom behavior during instruction and during non-instructional routines is described in a separate document. (Note: A copy of this document must be included in the dossier.)
- The explanation for student classroom behavior during instruction and during non-instructional routines is described below.

The following classroom rules and expectations have been established as part of the school-wide behavior management system begun at Palmetto Place this year.

As a student, you are expected to:

- Listen while others are talking.
- Follow directions.
- Keep hands, feet and objects to yourself.
- Work quietly and respect the learning of others.
- Work and play in a safe manner.
- Show respect for school and personal property.

As a student, your responsibilities are to:

- Keep track of your own books and assignments.
- Start your work on time and allow time to finish.
- Ask for help when you need it.
- Do your own work.
- Turn in your work on time.
- Accept responsibility for grades and other consequences.
- Never disrupt the learning of others.

Ms. Finch's Beginning of Class Procedures:

- Enter the classroom quietly.
- Check the whiteboard or Smart Board for materials you will need during class.
- Store book bags in the back of the room, get your writer's notebook and/or reading log from the class bin, and take your seat.
- Sharpen pencils before class.
- Begin working on the daily process spelling or word study activity.
- Always have something for independent reading at your desk. (When you finish a task before others, read, read, read!)

Ms. Finch's End of Class Procedures:

- Quickly and quietly copy homework assignments or reminders in your agenda.
- At the end of class, return your reading log and/or writer's notebook to the class bin, and gather your book bag when the teacher signals time for your table group to do so.
- When your table group is called, line up in the designated area for class change.
- Throw away any trash at the end of class.

Other Procedures and Routines:

- Leave signed work or notes in your class's inbox on my desk before class begins.
- Turn in completed daily work in the basket at your table before the end of class.
- When you have been absent, be sure to check the "While You Were Out" basket by my desk for the materials/assignments that you missed.

Consequences for Not Following Rules and Expectations:

- Verbal warning.
- Loss of ticket.
- Loss of recess time.
- Parent contact.
- Office Referral.

- ♦ ***Reflect on classroom management (Key Element 1.E):*** *What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?*

I think that having clear expectations which students understand and helping students develop responsibility for their own learning and behavior are important factors in maximizing instructional time. Another important consideration in managing the classroom is ensuring that students are engaged in learning. By planning varied and purposeful activities that interest and motivate students, I believe that I am able to minimize off-task behaviors. Also, by establishing and teaching students clear procedures for transitions and non-instructional routines, I also work to maximize instructional time for my students.

## **Section VI: Additional Teacher Comments** *(optional)*

## TT2: Unit Work Sample

**Teacher's name**     Jean Finch                          **Contract level**     Annual      
**District**     Sandhills County                          **School**     Palmetto Place Elementary      
**Academic year**     2007-08                          **Evaluation period**     Preliminary     Final  
**Course**     5th Grade English Language Arts      
**Unit title and/or description**     The Writing Process      
**Dates of unit:**    **from**     September 4        **to**     October 16        **Number of lessons in unit**     30    

### UWS Section I: Major Unit Objectives (Key Element 2.A)

- ◆ *Describe the major objectives of the unit.*

*(Check one of the following two options.)*

- The major unit objectives are described in a separate document. (Note: A copy of this document must be included in the dossier.)
- The major unit objectives are described in the table below.

<b>Major Unit Objectives</b> (Key Element 2.A) <b>Note: State Standards are indicated in brackets.</b>
1. The student will be able to choose a topic, generate ideas, and use oral and prewriting strategies [5-W1.1]
2. The student will be able to write and publish in a variety of formats [5-W1.6]
3. The student will be able to use writing to learn, entertain, and describe [5-W2.2]
4. The student will be able to plan for audience and purpose and generate drafts that use relevant details to support the idea [5-W1.2 and 5-W1.3]
5. The student will be able to revise and edit writing through self, peer, and teacher evaluations [5-W1.4 and 5-W1.5].
6. The student will be able to use literary models to make connections and support ideas in their writing [5-W3.2]
7. The student will be able to use literary models to refine personal writing [5-W3.3]
8. The student will be able to write multiple paragraphs and compositions [5-W1.6.1]

- ◆ *Reflect on the unit objectives (Key Element 2.A): How did you craft these objectives so that the students understand both the objectives and their relevance?*

Based upon the information shared at the beginning of the year in the student interest inventory, student—teacher interviews, and the writer’s notebooks, all of the students in the class read for pleasure outside of class. No one in the class

indicates that he or she writes for pleasure, though. Outside of school they only take part in functional writing. They seemed to feel as though writing is a mysterious craft, and they did not view themselves as authors at the beginning of the year. This information impacted my unit greatly. I had to help the students see that they are authors who have something important to say; all they need is to find the writer's voice that is in each of us. In order to do this, I developed the unit providing many, varied examples of good writing from both children's and adult authors. We discussed why we liked or didn't like a piece of writing. From there we developed the criteria of what makes a good example of the Content and Ideas trait (from the 6+1 Writing Rubric). This gave students a working vocabulary to discuss the strengths and weakness of a piece of writing and to think about their own writing.

## UWS Section II: **Unit Plan** (Key Element 2.B)

- ◆ **Describe your instructional plan**—that is, the sequence of steps that you need to follow if your students are to achieve the unit objectives—including the key activities or strategies and resources (e.g., materials, technology).

(Check one of the following two options.)

- The instructional plan for the unit is described in a separate document. (Note: A copy of this document must be included in the dossier.)
- The instructional plan for the unit is described in the table below.

<b>Instructional Plan for the Unit</b> (Key Element 2.B)
<p>Writer's Workshop: Students spent time writing daily. They wrote in their notebooks, responding to texts we read in class or that they read during independent reading. They also imitated literary models and worked on craft lessons in their writer's notebooks. Students were able to choose pieces of writing from their writer's notebook to share in writing conferences with peers and with the teacher. These conferences followed mini-lessons on conferencing, revising, and editing strategies. Although we focused strongly on the Content and Ideas trait, we explored all writing traits on the 6 + 1 Writing Rubric.</p>
<p>Mini-lessons: Several times each week, I presented mini-lessons on topics including:</p> <ol style="list-style-type: none"> <li>1. The writer's craft.</li> <li>2. The 6 + 1 writing rubric.</li> <li>3. Planning for audience and purpose.</li> <li>4. Using supporting details effectively.</li> <li>5. Learning skills and techniques by reading children's literature.</li> <li>6. Revision of first drafts.</li> <li>7. Editing.</li> <li>8. Peer conferencing.</li> </ol>
<p>Reader's Workshop: Reading of a wide-range of texts chosen as literary models to help students make connections to and refine their own writing.</p>
<p>Final Project: Students chose one of their responses to a literary model from their writer's notebooks to develop into a polished piece of writing that showcased their development as a writer during the unit.</p>

- ◆ **Reflect on the instructional plan for the unit** (Key Element 2.B): *How does this instructional plan establish a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual students?*

I believe that students learn to write by reading many examples of good writing and by actually writing themselves. The teacher's role is to provide guidance, support, and corrective feedback. Some students need more guidance, support, and corrective feedback than others, and I identified those students based on monitoring them as they wrote and on reading early drafts of their work. The objectives for the unit are incorporated into the criteria in the 6 + 1 writing rubric.

### UWS Section III: Unit Assessments (Key Element 3.A)

- ◆ *List the key unit assessments.*

Key Unit Assessments (Key Element 3.A)	Type of Assessment (Check one for each assessment))	
	Teacher-Made (Note: A copy of each teacher-made assessment must be included in the dossier.)	Commercially Available
The primary unit assessment required students to read a piece of children's literature and then create a piece of writing, taking it through the entire writing process with a focus on the Content and Ideas trait. They were asked to complete this assignment twice, once at the beginning of the unit and once at the end.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- ◆ *Reflect on the unit assessments (Key Element 3.A): How did you determine that your unit assessments are valid and reliable for all students?*

I believe the assessment incorporates all major unit objectives, emphasizes writing as a process, and allows students to make a choice as to the literature read and the topic selected. In this way, the assessment is valid and reliable for all students.

### UWS Section IV: Analysis of Student Performance (Key Element 3.B)

- ◆ *Describe the way(s) in which you analyzed student performance.*

I read each student's written assignments (the assignment at the beginning and the assignment at the end of the unit). As I read each assignment I assigned a rating of "competent," "developing," or "unobserved" for each of the nine ELA standards included in the unit. The ratings for the initial assignment (pre) and the final assignment (post) are shown in **ATTACHMENT 1**.

- ◆ *What were your findings?*

(Check one of the following two options.)

- The findings are presented in a separate document. (Note: A copy of this document must be included in the dossier.) **SEE ATTACHMENT 1**

The findings are described below.

- ◆ **Reflect on the analysis of student performance** (Key Element 3.B): *In what way(s) did this information (a) increase your understanding of individual students' strengths and weaknesses and (b) determine specific aspects of instruction that need to be modified?*

On the pre-assessment, the main weaknesses for the class were standards 5-W1.6, 5-W2.2, and 5-W1.1. Consequently, I paid much attention to these standards as I circulated among the students as they wrote and as I read drafts of the projects. On the post-assessment, several students did not demonstrate standards 5-W1.3, 5-W1.4, and 5-W1.5 and 5-W6.1 as consistently. In the next units, I will need to continue instruction in these areas.

### UWS Section V: **Response to Formative Analysis** (Key Element 2.C)

- ◆ **Reflect on the findings of the formative analysis** (Key Element 2.C): *(1) Did you need to adjust your plan as you progressed through this unit? Why or why not? (2) Do you foresee the need to make adjustments (a) to future unit plans for this group of students and (b) to this unit plan if and when you teach this unit again to a different group of students? Why or why not?*

Based on the number of students whose work was categorized as "developing" on the pre-assessment, the main weaknesses for the class at the beginning of the unit were standards 5-W1.6, 5-W 2.2, and 5-W1.1. As a result, I planned activities and mini-lessons that would help them generate ideas and topics and write in a variety of ways for different reasons.

In other units with this group of students, I will continue to use Writer's and Reader's Workshop activities this year. The students gained a great deal through these kinds of activities and seemed to enjoy these experiences.

There are several things I would change when teaching this unit again. Because I received training in 6+1 just before the start of the school year, I did not begin using this rubric until several weeks into the school year. This training influenced how I will plan for the beginning of next school year. Next year, I will begin using the strategies in the first week of school, and I hope to expand my collection of children's literature so students will be exposed to a greater variety of quality literature. I would also like to develop an anthology of book reviews written by students for other students. These reviews will include information about the texts, recommendations, and the writing quality trait(s) that each book addresses. This would give the students more practice and exposure to author's craft and the opportunity to evaluate the writing of published authors.

### UWS Section VI: **Summative Results** (Key Element 3.C)

- ◆ **Summative results** (Key Element 3.C): *How did you determine the students' grades (or other performance indicators) for the unit, and what were the overall results for your students?*

Students were assigned grades for the writing process, self- and peer-assessment, and for the final piece of writing. The 6+1 rubrics were used along with conferencing checklists and teacher observation. Assessments were recorded in the gradebook and entered into Integrate Pro; the pieces of writing and accompanying forms are either kept in the writing folder/portfolios or sent home in Wednesday Folders. Grades have been reported to students, parents/guardians, and administrators.

After analyzing the post-assessment I discovered my students had mastered many of the skills of a writer. They could now, after hearing a piece of children's literature, take a piece of writing through the entire writing process. They can use ideas and the craft presented in the literature to develop their own writing. My students have learned to take part in revision and editing conferences and how to offer and how to receive feedback.

- ◆ ***Reflect on the summative results (Key Element 3.C):*** *Based on the overall results, did the students gain from this unit all that you expected? Why or why not?*

In ATTACHMENT 1, I show the increase in student performance from the beginning to the end of the unit. All but two of the students received ratings of "competent" on all 9 standards. I think there is a direct correlation between what and how the unit was taught and the student performance. Because I was willing to go back to the beginning and re-teach (or introduce) skills that other 5<sup>th</sup> graders have already mastered, these students experienced a great deal of success. By giving them a vocabulary and a voice for writing, they can now discuss and evaluate their writing and the writing of others. They view themselves as writers.

## Attachment 1

### Performance on Pre- and Post Writing Assignments

#### Beginning of Unit Performance

<b>Unit Objectives/SC ELA Writing Standards for 5<sup>th</sup> Grade</b>									
	5- W1.1	5- W1.6	5- W2.2	5- W1.2	5- W1.3	5- W1.4/1.5	5- W3.2	5- W3.3	5- W6.1
<b>competent</b>	2	2	2	1	2	0	0	0	0
<b>developing</b>	5	12	12	3	3	3	0	0	2
<b>unobserved</b>	10	3	3	13	13	14	17	17	15

#### End of Unit Performance

<b>Unit Objectives/SC ELA Writing Standards for 5<sup>th</sup> Grade</b>									
	5- W1.1	5- W1.6	5- W2.2	5- W1.2	5- W1.3	5- W1.4/1.5	5- W3.2	5- W3.3	5- W6.1
<b>competent</b>	16	17	17	16	15	15	17	17	15
<b>developing</b>	1	0	0	1	2	2	0	0	2
<b>unobserved</b>	0	0	0	0	0	0	0	0	0

# ET1: Classroom Observation Record 1

Teacher's name: Ms. Jean Finch Course: 5th Grade English Language Arts

District: Sandhills County School: Palmetto Place Elementary

Date: Sept. 10, 2007 Time: from 10:00 AM to 11:30 AM

Lesson topic: Daily Process Spelling, Word Study, & The Writing Process Observer: H. Tate

## Domain 2: Instruction

### APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS

**An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.**

A. *What did the teacher expect the students to learn from the lesson? How did the teacher convey the purpose and relevance of the lesson to the students? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?*

The students were expected to review process spelling rules, to learn what the suffix "ject" means, and to apply that meaning in five new words. In the writing lesson, students were expected to review the Content and Ideas trait and determine if a story that the teacher read aloud contained the elements of that trait.

B. *What did the teacher expect the students to do during and after the lesson? How did the teacher convey expectations for student participation and for accomplishing related assignments and tasks? In what ways did the students demonstrate that they understood what the teacher expected them to do?*

The teacher expected the students to write down the words from the process spelling lesson making the appropriate marks such as long o, marking the 2nd sound, marking an r-controlled vowel, and drawing an arrow from the silent e to the vowel it gives the name to. The students also were expected to then write those words using their best cursive handwriting 3 times each. During the writing lesson, they were expected to listen as she read the story and afterwards discuss why the story was an example of good writing. Then, they were to write in their writer's journals for a sustained period of time. She stated expectations during the lesson. For example, she said, "Can someone remind us of what the expectation is?" The students responded, "Write, write, and write." Teacher: "What if you do not have anything to write about?" Student: "Write about what you could be doing if you were not writing." Teacher, relating the writing to the children's book she read aloud story: "Or, think about the character Libby in the story, you could write about a time like you told a lie and how it made you feel."

C. *How did the teacher help the students take ownership of the learning (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self-assessment and reflection, teaching compensatory strategies when necessary)?*

The teacher helped the students relate to the learning by letting them write about topics of their choice to encourage them to write. She provided suggestions for students who might not have a topic and allowed them to share their writing at the end of class.

### **APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING**

**An effective teacher promotes student learning through the effective use of appropriate instructional strategies.**

A. *What instructional strategies did the teacher use during the lesson?*

The instructional strategies used by the teacher included questioning, modeling, discussion, teacher read aloud, direct instruction to review the Content and Ideas writing trait, journal writing, sharing, process spelling, and word study.

B. *In what ways did the teacher vary the instructional strategies during the lesson, and why?*

The strategies were varied as the lesson contained three distinct parts and no part of the lesson lasted an extended period of time. For example, process spelling included some questioning, student practice, and modeling. The word study also included questioning and modeling. The writing portion of the lesson included using literature to define Content and Ideas, the read aloud, and individual student journal writing and sharing. The teacher also shared her own journal writing with the class. The strategies were varied according to the content of the different parts of the lesson.

C. *What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?*

The strategies were effective. The students appeared to understand what to do and were all engaged in the lesson. After the introduction of the writing topic, the students had an opportunity to write in their journals. The teacher did not actually ask the students to focus on this particular trait in their writing. The students were just asked to write. This appeared to be a pre-established activity that apparently will then spring board into a longer writing activity in the future; however, I did not observe that next lesson. This strategy seemed to be effective because I noticed that every child in the classroom was writing during this time.

### **APS 6: PROVIDING CONTENT FOR LEARNERS**

**An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.**

A. *What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content? If content errors were made, did the teacher recognize and correct them?*

Ms. Finch clearly had an understanding of the content. She was poised and confident the entire lesson and was not dependent on a text. She did look closely at the process spelling material but that did not affect her lesson negatively.

## **APS 6: PROVIDING CONTENT FOR LEARNERS**

**An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.**

*B. What was the content of the lesson, and how did the content relate to the learners and the learning?*

The content included the rules from this process spelling lesson such as the silent e rule #1, r-controlled vowels, and an irregular word such as does. They then focused on the suffix "ject" and 5 words that have "ject" in it. The teacher used the SmartBoard during the spelling and word study parts of the class. In the writing portion of the lesson, the teacher and students reviewed what are the components of good realistic fiction (the Content and Ideas trait):

- A clear problem
- A clear solution
- Strong details
- Sequential order

The teacher read aloud the picture book *The Honest to Goodness Truth*. The students then discussed if the story contained the components. After the discussion, the students wrote independently and then shared their writing. At the end of the lesson, the teacher introduced the trait of voice in writing and said that they would begin exploring this trait in *The Honest to Goodness Truth* in the next lesson.

*C. How did the teacher organize and present the content in order to make it clear and meaningful to the students and to promote higher levels of knowledge, skills, and/or cognitive processing?*

The teacher did much of the explanation in the lesson. The lesson began with process spelling where she introduced the words of the day. They dissected the words; the students participated by adding rules where they belong. The teacher then introduced the 5 words for the word study and explained that the suffix they would be looking at, "ject", meant "to throw". She explained to the students that they were going to move on to writing and reviewed the Content and Ideas trait. Next, she said that they were going to listen to the story *The Honest to Goodness Truth* and that they should "listen to what the author is saying." She also said, "I will tell you that this is good writing." After listening, the students shared some ideas about how the story showed the components of the Content and Ideas trait. The teacher told the students that they will begin discussing the trait of voice in another lesson.

## **APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING**

**An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.**

*A. How did the teacher monitor student engagement, understanding, and performance during the lesson?*

Ms. Finch monitored student learning through questioning, moving about the room, and giving feedback as students shared their writing with the class. During the process spelling part of the lesson she monitored as she prompted the students to review the process spelling rules. For example, "When we see the word 'escape', what do we know about the 2nd e?" The students responded that the "e" makes the vowel "a" say its name and that this is silent "e" rule number #1. Examples of other questions asked by the teacher were: "In the word 'regard,' 're' is an example of a?" Students: "prefix." Teacher: "What does re mean?" Later, "What are some of the things that make this good writing?"

**APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING**

**An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.**

B. *What adjustments, if any, did the teacher make during the lesson, and why?*

There was no need for the teacher to make any adjustments to the lesson. The lesson moved smoothly. The students were all on task and completing the assignments.

C. *What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?*

The teacher provided a limited amount of feedback in this lesson; however, it did not appear to take away from the lesson. The only noted feedback was at the end of the lesson after the students were chosen to share what they had written in their journals. Her statements included, "Tyler, wow, that is very descriptive. It is amazing that I was not there, but I feel like I was." and "I like how you added on to what you had previously written in another lesson."

**Domain 3: Environment****APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING**

**An effective teacher creates and maintains a classroom environment that encourages and supports student learning.**

A. *Describe the physical environment of the classroom.*

The physical environment was warm and comfortable. The room was neat and orderly and the students all had their own space. The walls outside of the classroom had student work displayed. Walls were adorned with process spelling rules.

B. *What type of affective climate did the teacher create for the students?*

The affective environment was calm and relaxed. Ms. Finch is very relaxed and it is reflected in the classroom environment. The week of the observation we had transferred an extremely disruptive student to the classroom and the transition was amazingly smooth. I do believe that it is because of the rapport that Ms. Finch has with her students and the overall environment that she has created.

C. *In what ways did the teacher establish a culture of learning in the classroom (e.g., by facilitating inquisitiveness, motivation to learn, cooperation, teamwork)?*

The learning climate was very similar to the affective climate. It is clear that while in the classroom the students are there to learn and to complete their work. Ms. Finch expects that the students learn and come to class prepared and ready to learn. The focus is on learning. By writing in her own writer's notebook as students did, she modeled her expectations for students.

## APS 9: MANAGING THE CLASSROOM

**An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.**

A. *What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave? How did the teacher address inappropriate student behaviors, if any, during the lesson?*

The teacher's expectations for student behavior were pre-established. The students were engaged in the lesson and no behavior disruptions were noted. Ms. Finch is following the new school wide ticket system and no student had a point taken away. When the students completed one of the process spelling assignments, they quickly closed their journals, immediately took out their silent reading books, and began reading. Not one student had to be reminded of this rule.

B. *In what ways did the teacher maximize—or fail to maximize—instructional time?*

All instructional time was maximized. At no time during the lesson was instructional time lost or wasted. Even while the students were writing, the teacher set the timer and wrote in her journal as well. She shared when it was time to share their writing. Because the teacher had established a writing routine (write, write, write) and suggested a possible topic related to the read aloud, all students were writing. No instructional time was lost since all students had topics.

C. *How did the teacher manage non-instructional routines and transitions between activities and/or classes?*

The teacher had established clear procedures for non-instructional routines including students storing and retrieving the materials they would need during the lesson. Transitions between activities were smooth. No losses of instructional time were noted. The teacher used a timer during the writing activity.

**Additional comments:** *(optional)*

## TT3: Reflection on Instruction and Student Learning 1

Teacher's name Ms. Jean Finch Contract level Annual

District Sandhills County School Palmetto Place Elementary

Course 5th Grade English Language Arts Date of observation Sept. 10, 2007

This lesson was part of which unit? The Writing Process

At what approximate point in the unit did this lesson fall?  Beginning  
 Middle  
 End

**Instructions to the teacher:** Please reflect on teaching and learning that occurred while you were being observed. Responses to each of the following nine sets of questions should average approximately 100 words or less. Examples may be attached, if appropriate and available.

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson? (APS 4.A–C)*

Students were responsible for understanding the Content and Ideas writing trait and the importance of content in a piece of writing. Students were expected to recognize writing that met the criteria of the Content and Ideas trait. I think they completely understood the importance and the purpose of the instruction based upon their responses during the lesson and in how they applied the concept in their journal writing.

2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged? (APS 5.A–C)*

All students were actively engaged in learning. They listened to a story, wrote in their journals, and shared their writing.

3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize the content? (APS 6.A–C)*

The Content and Ideas trait is an important component of good writing. I used a story that was easily understood by the students to illustrate the trait. I was also able to use the same story *The Honest to Goodness Truth* in a later lesson introducing the trait of voice. I had students write in their journals to see how they organized and made sense of the story and the trait.

4. *How did you assess student learning during the lesson? What were the results? (APS 7.A)*

I observed the students as they listened to the story. I paused and asked questions relevant to the story and to the learning. After the reading we had a discussion about what techniques the author used that made the story an example of good writing. The class was engaged in the story and could generate reasons as to why the story was an example of good writing. They all wrote in their notebooks and many volunteered to share. The sharing seems to inspire many of the other students, too.

5. *Did you need to make any adjustments during the lesson? Why or why not? (APS 7.B)*

I think the lesson went well and did not have to make any adjustments.

6. *What types of feedback did or will you provide to the students regarding their performance, and why?(APS 7.C)*

I write notes back to students weekly in their writer's notebooks/journals. I provide immediate verbal feedback to a student who has shared a story or idea. They often use ideas from their notebooks in more formal writing pieces, and I help them reflect on using the writer's journal in other pieces of writing.

7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively? (APS 8.A–C; APS 9.A–C)*

There is a strong sense of security among the classmates concerning writing. They are willing to share their writing and their ideas with each other. We have worked hard to create a community that offers and accepts both positive and constructive feedback.

8. *What decisions did you make regarding subsequent instruction for these students, and why? (APSs 4-9)*

The Content and Ideas trait is part of the 6 + 1 Writing Rubric. As I began the unit, I realized that this class needed a great deal of instruction concerning rubrics, assessments, and how they work. Because of their lack of knowledge and use of rubrics previously, we worked together to create rubrics. For example, the class created a rubric for "coming in the classroom." Then they worked in groups to develop the criteria for different things they included in that classroom rubric.

9. *What did you learn as a result of teaching this lesson?(APSs 4-9)*

I learned that students enjoy determining and developing criteria for things and it helps clarify their understanding about what is expected from them.

## ET1: Classroom Observation Record 2

Teacher's name: Ms. Jean Finch Course: 5th English Language Arts

District: Sandhills County School: Palmetto Place Elementary

Date: 11/15/2007 Time: from 10:00 AM to 11:30 AM

Characterization and  
Symbolism in *Maniac*  
Lesson topic: Magee Observer: M. Atkinson

### Domain 2: Instruction

#### APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS

**An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.**

A. *What did the teacher expect the students to learn from the lesson? How did the teacher convey the purpose and relevance of the lesson to the students? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?*

The teacher expected the students to understand the concept of symbolism as it relates to themselves and to literary characters and to analyze relationships between characters in order to create or identify a symbol depicting that relationship.

The teacher established her expectations at the beginning of the lesson by asking students to discuss symbolism that they had identified in previously read selections. For example, the teacher stated, "We've been talking about symbolism in the books/stories we've read. Someone tell me some symbolism we've found." Students willingly responded by raising their hands and discussing various stories/symbols, etc. She then asked students if anyone wanted to share a symbol that they had created/developed about themselves in a previous class. Several students responded with answers such as, "Turtle, because I like to hide." "Number 7, because I am lucky." and "A rhino, because I rampage." As the lesson progressed, the teacher told the students that they would continue looking at symbols and discussing relationships between characters in the novel, *Maniac Magee*. The teacher told the students, "We're going to continue looking at symbols and go one step further. We need to identify the protagonist in *Maniac Magee*, and then you are going to examine the behavior of Maniac and other characters that he has contact with...." Finally, students were expected to complete a graphic organizer, which depicted relationships between characters. Students understood the purpose of the lesson, as evidenced by the manner in which they answered the teacher's questions prior to working independently on the written assignment. These questions included: "Who was the first character he had contact with?", "Who was the second character he had contact with?", "What did each of these characters think about Maniac?", and "How do you know?"

#### **APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS**

**An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.**

*B. What did the teacher expect the students to do during and after the lesson? How did the teacher convey expectations for student participation and for accomplishing related assignments and tasks? In what ways did the students demonstrate that they understood what the teacher expected them to do?*

The agenda for the lesson was posted on the Smart Board for students prior to the lesson. The teacher expected students to discuss examples of symbolism from previous reading selections and then to share examples of symbols they had created to represent an important idea about themselves. Students were then expected to complete a graphic organizer examining the relationships between the novel's protagonist and other characters in the text and to create (identify and draw) symbols representing these relationships on the graphic organizer (a mandala). All students were on task and participated during the lesson. It was evident that the students understood what the teacher expected from them since they all had the appropriate materials for the novel study on their desks before the lesson, responded to questions and/or shared information when requested, and completed the independent task.

*C. How did the teacher help the students take ownership of the learning (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self-assessment and reflection, teaching compensatory strategies when necessary)?*

The teacher helped students relate to the learning by asking the students to reflect on their own experiences to identify examples of symbolism in stories or books they had read previously. She then asked students to relate the concept to their own lives by sharing the symbols they had developed for themselves. By activating prior learning, the teacher allowed students to demonstrate an understanding of the concepts before moving on to analyze the concepts in a different text. Students demonstrated that they understood the importance of the learning by actively participating in the discussions and completing the assigned task.

#### **APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING**

**An effective teacher promotes student learning through the effective use of appropriate instructional strategies.**

*A. What instructional strategies did the teacher use during the lesson?*

The instructional strategies used by the teacher during the lesson included whole group discussion, whole group questioning, modeling, and an independent task using a graphic organizer to facilitate the students' analysis of characters and symbols.

## **APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING**

**An effective teacher promotes student learning through the effective use of appropriate instructional strategies.**

B. *In what ways did the teacher vary the instructional strategies during the lesson, and why?*

The instructional strategies accommodated for students' ability levels, learning styles, and learning rates. The whole group direct instruction/discussion and questioning addressed the auditory learners; visual learners were addressed through the use of novel, *Maniac Magee*, the graphic organizers, and the information the teacher wrote on the overhead (character names); tactile and kinesthetic learners were addressed through the completion of the graphic organizer. Rates of learning were addressed as students were allowed to complete the graphic organizer at their own pace. The teacher assumed varied roles during the lesson: facilitator (during discussions); coach (as students completed the independent written assignment), and instructor (as directions were provided regarding the assignment and how symbols can be used to represent a person).

C. *What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?*

The instructional strategies were effective in promoting students' learning. Students participated in the discussion on symbolism and were able to discuss various examples of symbolism from reading selections successfully. The teacher called on students at random to answer questions, therefore ensuring a representative cross-section of students had opportunities to participate in the discussion/questioning. Due to the nature of the group of students, all students wanted to participate and were willing participants in each aspect of the lesson.

## **APS 6: PROVIDING CONTENT FOR LEARNERS**

**An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.**

A. *What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content? If content errors were made, did the teacher recognize and correct them?*

The content provided was accurate, and explanations were clear. The teacher appeared to have a thorough knowledge of the text and the concepts presented, and she encouraged students to think critically about the text.

B. *What was the content of the lesson, and how did the content relate to the learners and the learning?*

As indicated in Key Elements 4.A-C, the content of the lesson focused on the concept of literary symbolism and included literary analysis of the relationships between characters in the novel *Maniac Magee*. The content provided was appropriate for district curriculum requirements, state grade-level ELA standards, and the learning objectives. The sources of the content included the teacher, the students, prior reading selections, the novel *Maniac Magee*, and the graphic organizer. Various perspectives were addressed during the lesson through the discussion of symbolism and character relationships. The content related to the students' lives and prior learning, and the themes, style, and characters of the novel itself are appropriate for the age, developmental levels, and interests of the learners.

## **APS 6: PROVIDING CONTENT FOR LEARNERS**

**An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.**

*C. How did the teacher organize and present the content in order to make it clear and meaningful to the students and to promote higher levels of knowledge, skills, and/or cognitive processing?*

As indicated in Key Element 4.C., the teacher provided scaffolding for the students by activating their prior knowledge of previously read texts and their own experience. Students then applied this prior learning in a new context (the novel study). Students provided explanations of varied examples of symbolism for the reading selections, and their responses indicated higher order thinking. For example, a student explained why a rock in a story he had read could be a symbol for protection. Students also explained how their personal symbols represented something important about themselves. For example, one student said that his symbol would be the weather (lightning) because he gets angry quickly while another student explained that her symbol would be Mozart's music because she is calm. The teacher's explanations were effective, and she allowed discussion of multiple examples prior to assigning the independent written assignment to ensure students were able to successfully complete the character analysis and graphic organizer.

## **APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING**

**An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.**

*A. How did the teacher monitor student engagement, understanding, and performance during the lesson?*

The teacher maintained a constant awareness of student learning during the lesson. She questioned, listened to responses, and observed students as they completed a written assignment. During the lesson, the teacher listened to students' responses regarding symbols in previously read texts to ensure they understood the concept literary symbolism. The teacher's questions were posed to the whole group of students and included, "Tell me some symbolism we've found in previous stories" and "What symbol did you come up with to represent something important about yourselves?" The teacher also monitored students as they completed their graphic organizers individually, reading their responses to ensure they were completing the assignment successfully. As needed, she posed questions to students to prompt their thinking: "Who would you say is the first character that Maniac Magee came in contact with?" "Think about the mood a color represents, like red. What does red usually represent?" "Think about their relationship. Did the characters get along or were they mean to each other?"

*B. What adjustments, if any, did the teacher make during the lesson, and why?*

The teacher monitored the students closely (by listening to responses and observing body language) to determine the need for making accommodations during the lesson. For example, when students started to work on the graphic organizer, one student thought he was to write how he felt about the character; therefore, the teacher provided an additional explanation of how the graphic organizer should be completed so that the student would focus on the relationships between characters, not the reader's reaction to the characters. No additional adjustments needed to be made during the lesson.

**APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING**

**An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.**

C. *What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?*

The teacher praised students and repeated their correct answers to reinforce their learning. Supportive comments included: "Good thought. I like that – number seven is thought to be lucky." "Yes, Mars Bar was the first character." "Yes, red represents anger." "Ants do work together. Perfect!" The teacher also provided individualized feedback as she monitored the students while they completed the graphic organizer.

**Domain 3: Environment****APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING**

**An effective teacher creates and maintains a classroom environment that encourages and supports student learning.**

A. *Describe the physical environment of the classroom.*

The physical environment of the classroom was neat and free of clutter. All students were able to see, hear, and participate during the instruction. Content relevant posters included silent e rules and topics for response journals. Additionally, posters for routines, class rules, and the school-wide management system were on display and students' materials were kept in cubbies in the back of the room. The teacher's materials were maintained in a cabinet by the door. Desks were arranged in clusters (of three desks each), a table was on the side of the room for small groups, and computers were on a table against the wall.

B. *What type of affective climate did the teacher create for the students?*

The teacher conveyed confidence in her ability to teach the students and the subject matter. The teacher has established a positive learning environment for her students. Students willingly participated and were eager to share ideas. The teacher's mannerisms displayed an enthusiasm for working with children, as she often smiled and provided words of encouragement and praise including: "Good thought! , I love it!", and "Perfect!"

C. *In what ways did the teacher establish a culture of learning in the classroom (e.g., by facilitating inquisitiveness, motivation to learn, cooperation, teamwork)?*

An environment of mutual respect has been established, as evidenced by the responses students made to one another during discussions (no derogatory comments were heard). All students appeared to be focused on the learning and anxious to participate in the lesson.

## APS 9: MANAGING THE CLASSROOM

**An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.**

A. *What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave? How did the teacher address inappropriate student behaviors, if any, during the lesson?*

Classroom rules and procedures were posted in the classroom. The teacher consistently reinforced the classroom rules. For example, it was evident the students knew the expectations for raising their hands to ask/answer questions. The students also appeared to respect the views and ideas of others, as all students worked cooperatively by listening to others as they discussed the concept of symbolism and shared the symbols they had created to represent something about themselves. Several students who finished the graphic organizer before others knew to read silently as others finished. No behavioral interruptions or off-task behaviors occurred during the lesson. Students remained attentive and engaged throughout the class.

B. *In what ways did the teacher maximize—or fail to maximize—instructional time?*

Instructional time was well-managed, as the teacher had all necessary instructional materials (overhead and graphic organizers) ready prior to the lesson. The teacher provided the students with an agenda for the day so that they understood expectations and were prepared for upcoming assignments/activities.

D. *How did the teacher manage non-instructional routines and transitions between activities and/or classes?*

The routines for classroom procedures were well established. Students entered the room and sat in their assigned seats, students got out the materials they needed for class and put their book bags in the back of the room, and then they returned to their seats and read silently until all students were seated and the teacher began class. Transitions were handled effectively by the teacher providing specific directions (front tables line up please, put your books away and take out your *Maniac Magee* materials).

**Additional comments:** *(optional)*

## TT3: Reflection on Instruction and Student Learning 2

Teacher's name Ms. Jean Finch Contract level Annual

District Sandhills County School Palmetto Place Elementary

Course 5th English Language Arts Date of observation 11/15/2007

This lesson was part of which unit? Novel Study: Maniac Magee

At what approximate point in the unit did this lesson fall?  Beginning  
 Middle  
 End

**Instructions to the teacher:** Please reflect on teaching and learning that occurred while you were being observed. Responses to each of the following nine sets of questions should average approximately 100 words or less. Examples may be attached, if appropriate and available.

1. What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson? (APS 4.A–C)

There were three major objectives. Students had to determine examples of literary symbolism, compare relationships in the current novel study *Maniac Magee* with those in other novels students had read, and use a graphic organizer to depict character relationships and symbols in the novel.

2. What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged? (APS 5.A–C)

Prior to the observed lesson, the students had the opportunity to develop symbols to represent themselves. They were then able to connect the concept of symbols representing something about themselves to symbols representing characters in the novel. By allowing the students to share their ideas, they were able to practice speaking and listening skills. Students worked independently to complete the graphic organizer and remained engaged throughout the lesson.

3. Why was the content of the lesson appropriate for the students, and how effectively did you organize the content? (APS 6.A–C)

I chose a novel that is appropriate for the range of reading and developmental levels of the students (820 Lexile text measure; grade level equivalent 4–8). The novel is a Newbery Award book, and I felt it would be interesting to my students, based upon the interests they listed on the inventory they completed at the beginning of the year. The novel uses a great deal of humor and the main character is very independent and courageous. The novel has themes and ideas that the students are interested in—family, homelessness, prejudice, tolerance, and the meaning of names and nicknames. Many of my students are interested in sports, and baseball is a recurring motif in the novel. Allowing students to talk about their own symbols and symbols they had found in other stories seemed to help them think about characters in *Maniac Magee* and to pick out symbols to represent the relationships between the characters.

4. *How did you assess student learning during the lesson? What were the results? (APS 7.A)*

During the lesson I had students reflect and share the symbols they had developed for themselves. They had to tell the symbol and explain why it represented them. This class discussion let me know that the students understood symbolism and how it can represent a person. During the lesson I assessed student learning by circulating throughout the room and scanning students' work. If they were on the wrong track or need assistance with understanding, I helped the student individually. Each student clearly understood the concept of a symbol relating or representing a characteristic of a person. Some students were confused about developing a symbol representing the protagonist's relationship with other characters. Some students wanted to develop a symbol that represented the other character. After providing individual feedback, all students understood the concept or symbols/relationships.

5. *Did you need to make any adjustments during the lesson? Why or why not? (APS 7.B)*

I did not really make any adjustments during the lesson other than clarifying ideas as students were working. However, in the future, I also need to be mindful of the often perfectionist nature of gifted students. The second part of this lesson requires the students to draw pictures of the symbols they had chosen. This caused stress for some students who see themselves as lacking in this domain. I could easily have them use clipart or magazine pictures or just describe the symbol and how it relates to the characters.

6. *What types of feedback did or will you provide to the students regarding their performance, and why?(APS 7.C)*

I provided verbal feedback when the students shared their ideas. This allowed for immediate feedback as to whether their thinking was clear and accurate. This also allowed for students to evaluate their own work before handing it in.

I collected the Relationship Chart and provided written feedback regarding the students' ideas and thinking. Many of the students' ideas were very imaginative and thought-provoking. By providing written feedback I was able to validate their thinking. However, if an idea was unclear, I provided questions for guidance and the students were allowed to expand their answers after I returned the graphic organizers to them.

7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively? (APS 8.A–C; APS 9.A–C)*

I think there is a high level of trust and acceptance in our class. The environment easily allows for sharing of ideas. Even when students disagree on an idea, they listen to each other to see if an idea can be backed up logically.

8. *What decisions did you make regarding subsequent instruction for these students, and why? (APSs 4-9)*

When instructing this group of students in subsequent lessons, I need to keep in mind that almost all students want to share their ideas. To save time and still allow a sharing opportunity, maybe I could incorporate a small group sharing session and then let each group pick a common or unusual idea to share with the whole class.

9. *What did you learn as a result of teaching this lesson?(APSS 4-9)*

As a result of teaching this lesson, I discovered that many higher level thinking activities allow students to expand upon their ideas, and as a teacher you have to be willing to invest the time and effort to listen and to read the explanation that the students develop. If you begin an assignment "expect" a pre-determined answer, then that is what students will give you; however, if you encourage the students to think outside the box, it's amazing what ideas they come up with and how much more they seem to understand the novel.

## ET2: Professional Performance Review

Teacher's name Ms. Jean Finch Contract level Annual  
District Sandhills County School Palmetto Place Elementary  
Grade level(s)/Subject area(s) 5<sup>th</sup> English Language Arts  
Academic year 2007-08 Evaluation cycle  Preliminary  Final  
Name of administrator completing this review: H. Tate  
Title of administrator Assistant Principal Date of review December 4, 2007

1. *Describe the extent to which this teacher collaborates with others to advocate for the students.*

Ms. Finch worked with other teachers in the district in setting up Writer's Workshops, an idea she has had since her arrival at Palmetto Place Elementary School two years ago. She serves on the district committee that has established a series of writing awards for students at the elementary, middle, and high school level.

2. *Describe the extent to which this teacher is an active participant in the professional learning community and works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.*

Ms. Finch is always volunteering to help with various activities and projects. She is a member of the 5th grade team and has worked to more fully integrate ELA, math, science, and social studies at that grade level.

3. *Describe this teacher's written and oral communication skills.*

Ms. Finch's written and oral communication skills are excellent. This is evident from her effective communication with her students in class, with parents through the weekly newsletter in the Wednesday folders and at school events, and in written communication at school.

4. *Describe this teacher's professional demeanor and behavior.*

Ms. Finch's professional demeanor and behavior are outstanding. She always has a cheerful and positive attitude. She completes required tasks efficiently, such as exporting grades and completing all required duties such as serving lunch duty and attending faculty meetings. She does not allow personal matters to interfere with her professional duties and responsibilities.

5. *Other comments about this teacher in terms of his or her professional performance: (optional)*

Ms. Finch has the potential to become a truly wonderful teacher of writing. That is her passion and she works constantly to improve in that arena.

## TT4: Professional Self-Assessment

Teacher's name Ms. Jean Finch Contract level Annual  
District Sandhills County School Palmetto Place Elementary  
Grade level(s)/Subject area(s) 5<sup>th</sup> English Language Arts  
Academic year 2007-08 Evaluation cycle  Preliminary  Final

**Instructions to the teacher:** Please reflect on your professional performance (APS 10.E). Responses to each of the following four sets of questions should average approximately 100 words or less.

1. *In terms of the ADEPT Performance Standards, what are your professional strengths? How have you built on these strengths so far, and how do you plan to do so in the future?*

I feel my strengths lie in my high expectations for learners, making content relevant to the students, maintaining an environment that promotes learning, and managing the classroom. I have always approached my students with the belief that they are as capable of learning as any other students in the building. Since I teach from that perspective, my students learn from that perspective as well. We often look at concrete proof of their academic growth. Doing so gives these students a sense of ownership over their learning and their education. It's very exciting to see them get motivated by their personal successes.

I have found that higher level concepts are easier for my students to grasp when presented in a context to which my students can relate. My classroom management style is very straight forward with rules that are very clear and that are enforced consistently. This management style keeps me focused and on task. When I'm focused and on-task, it's easier for my students to be focused and on-task, too.

2. *In terms of the ADEPT Performance Standards, what are your professional challenges? How do you plan to address these challenges?*

One area that I feel I need to continue working on is APS 5: Using Instructional Strategies to Facilitate Learning. I tend to rely on strategies with which I feel comfortable rather than exploring strategies that are new to me but that might be better for some students or some content. I plan to seek out professional development opportunities and to collaborate with other teachers on the 5<sup>th</sup> grade team to learn and try new strategies that might strengthen learning experiences for our students.

3. *Describe your students' overall progress and achievement. What insights have you gained into ways to improve student progress and achievement?*

I feel very good about my students' overall progress and achievement. MAP scores are showing increases. The key to this growth is maintaining high expectations, giving the students a sense of ownership in both positive and negative consequences for their choices, and setting them up for success whenever possible. Keeping their academic work load manageable has also been very effective in getting assigned work back and improving grades.

4. *Describe the ways in which you are engaging in professional growth. How do you plan to do so in the future?*

I recently attended the Fall 2007 Writing Improvement Network (WIN) Conference and am participating in a book study with the fourth and fifth grade teachers at my school. Based upon the recommendation of a presenter at the WIN Conference, I plan to apply to participate in the Midlands Writing Project next summer and hope that I will be chosen to do so.

5. *Based on your professional self-assessment, what do you think would be an important professional goal for you to establish and address, and why?*

It's often very frustrating to be a teacher, but this self assessment has allowed me to recognize both the areas I want to work on and the successes that my students and I have experienced so far this year. I can hone those things that have worked and adjust the things that haven't. I realize I have so many resources in the teachers and administrators at my school. An important goal for me will be to explore several new instructional strategies that I might use in the upcoming unit on patterns of change, implement the strategies in my classroom, and then reflect on how well these strategies work for me and my students.