

Rating / Evidence Template

Elementary Lesson: 4th Grade ELA

Domain: Instruction

Dimension	Evidence	Rating
Achieving Expectations	<p>At the beginning of the lesson, the teacher states the objective and connects to previous learning of idioms. The teacher states, <i>“We are going to focus on one of our reading skills, which is looking at things from a different point of view or perspectives. We just finished working on idioms.”</i> The teacher states that the goal of the lesson is to evaluate situations from different perspectives or points of view; identify how others may feel in a given situation or scenario; apply looking at different perspectives to your daily life. The state standards are displayed on the Power Point presentation and the teacher reads them to the class, <i>“Our GLE is to make simple inferences from the point of view of another character; organize thoughts and ideas that include information from a different point of view to persuade or influence the audience.”</i> The teacher connects the lesson to letter writing and anticipates some student difficulty by providing a model of her thought processes and a graphic organizer as she responds to a letter written by a character from another character’s perspective. Although some students do require prompting and clarification, student responses and exit tickets indicate that most students demonstrate mastery of the objective. The teacher challenges students to improve their responses through statements such as, <i>“Be sure to repeat that. Make sure you get that down. What is “do that”? Who is that? Who is they?”</i> Through these commands by the teacher she demands better performance from students in order to ensure that they experience success as she walks around to monitor group work and individual accountability. The teacher pushes students toward success by asking, <i>“How could it help you in everyday life?”</i> Through appropriate questioning, the teacher also requires students to look at their own written responses as she pushes for more detail in them.</p>	Accomplished

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Content Knowledge and Expertise	<p>The teacher displays accurate knowledge of the English Language Arts Objective (examining various points of view and organizing information to persuade or influence an audience) by providing numerous examples. She also connects the objective to letter writing and social interaction skills with a specific reference to a “Heart to Heart” activity used periodically in the classroom to promote healthy student interaction. The teacher implements subject-specific instructional strategies to enhance the students’ content knowledge such as the introductory activity of four corners allowing students to experience the perspectives of stakeholders other than themselves as well as representing their perspective. The role-playing activity allowed students to utilize graphic organizers, letter writing and to build on prior knowledge learned specific to English language arts. The teacher connects some real world experiences/concepts together such as character-building through the discussion about disagreements and how considering another perspective might help in this situation to other English language arts concepts such as idioms, letter writing, graphic organizers, spelling rules, test-taking strategies, and community and social issues such as the prompt about year-round schooling and how that would impact the educational system. The four corners activity and the small group effort to respond to the character letter from a different perspective required students to think creatively, analytically, and practically. The exit ticket also provided opportunity for students to engage in various types of thinking as well. The teacher has to provide clarification when she says: <i>“Remember, you’re not Ike, you’ll be different characters”</i> and then says <i>“Are they good when they get to the dog academy or will they be good when they leave the academy?”</i> Indicating some confusion even after the teacher provided a model.</p>	Proficient
Communication	<p>The teacher asks a high frequency of probing questions connected to the lesson objective in order to help clarify important concepts and extend student learning. Examples of the purposeful questions asked throughout the lesson which reflect a variety of question types are: <i>“How can looking at a situation from a different point of view help you in everyday life?”</i> <i>“Why might it be important to look at things from a different perspective or point of view?”</i> <i>“What are some opinions that the president would have about this scenario or situation?”</i> <i>“Does anyone not know where they are going?”</i> <i>“Does anyone go on vacation during the summer-you wouldn’t if you were in school all</i></p>	Accomplished

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	<p><i>year long?” “What will happen to our education system if we have school all year long?” “Do you want your kids with you at home during the summer as a parent?” “Why do you want your kids in school?” “Did they have the same ideas?” “Where does the comma go?” “What would she say to Ike?” “What would the guards say back to Ike then?” “What was our goal?” “What were we trying to do today?” “Think to yourself for a second, remember that as we go on, let’s see if we’re getting closer to our goal.” “Did you see a situation from a different way?” “Does anyone think about this story differently?” “Did any of the different perspectives surprise you?” “Who thinks they can predict what point of view the students are coming from?” “How many of you have had a howling dog wake you up in the middle of the night?” “How can we evaluate a situation from a different perspective or point of view?”</i></p> <p>Some of the questions required active responses such as whole class signaling and choral responses, while some required individual answers. The teacher provided appropriate wait time, asking at one point, for students to <i>“put questions in the back of their brain”</i> after asking a probing question and gave them additional moments to reflect after asking the question. The teacher encouraged volunteers by calling on students who opted to respond to questions and non-volunteers by way of selecting their names which were written on popsicle sticks in a can randomly.</p> <p>The teacher did anticipate some possible student misunderstanding by providing numerous examples and by providing a model of her expectations which included some of the metacognition of her thought process. She also provided a signal (a flowered hat) indicating when she was speaking / thinking like Ms. LaRue rather than herself as a teacher. Although students were actively engaged throughout the lesson, much of the learning was teacher-directed and not because of expectations or questions students had of each other.</p>	
Differentiation	Information obtained in the pre-conference indicated that the teacher numbered the students for the role-playing activity and pre-grouped students for the 4-Corners activity indicating pre-planning in the ways that those students were grouped. The teacher monitored the quality of student participation and performance by circulating around the room, asking probing questions, targeted follow-up questions, and providing individual feedback to	Proficient

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	<p>students to help guide their individual learning within the groups. Some specific examples include: <i>“So Ethan, what would the president of the United States say? What would you say if you were president? What would your parents say? Gerald, what would your dad say? What do you mean when you say it will get bigger? What does bigger mean here? Dante, what would you say? Why?”</i> The teacher did provide visual instruction through the use of the power point and provided a graphic organizer to help students organize their thoughts and provided time for students to interact with each other verbally for clarification. The teacher was able to assess student learning by gathering anecdotal information listening to student responses in the groups, by reading through exit tickets, and by closely monitoring student interaction as she circulated around the room and consistently questioned students with respect to the lesson objective. Instructional methods were varied and included whole group instruction, the four corners and 4 square activity, which allowed students to get up and move around to work with other students and utilize socializing intelligence in order to complete the group work expectations.</p>	
<p>Monitor and Adjust</p>	<p>The teacher uses feedback from the students (both formal and informal) in order to monitor and adjust instruction. An example of this occurs when the teacher says, <i>“I like that detail, whoever did number one might need to go back and add that detail.”</i> Other examples of academic feedback that were given are, <i>“Good expression (after a student read their perspective),” “Keep going, I want to hear more,” “I like that example, I like that connection,” “Ok, so to be productive members of society, I like that,” and “I think that’s a good response. Make sure you let your whole group hear that comment so they can contribute to it.”</i> The teacher circulates throughout the lesson to check on groups and progress. The teacher asks groups what she did when she modeled and supports their group work by ensuring that they are on track. The teacher makes adjustments when students question their roles. The teacher ensures that groups are on task and following the directions for the activity. The teacher asks questions of students based upon their responses. The teacher made adjustments in pacing based on information she gathered from students when she asked: <i>“Fist to five, how much more time does each group need in order to finish responding from your character’s perspective?”</i> She told</p>	<p>Accomplished</p>

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	<p>them they would have an additional 3 minutes based on what each group said and offered extra encouragement to the group who indicated they needed 5 more minutes. As the teacher circulated, she continuously reminded them of their objective and their roles and responsibilities based on what she was seeing and hearing among students in the groups. Half way through the lesson, the teacher re-visited the objective and asked one or two students “How have our activities so far helped us to reach our objective?” The teacher then provided a summary statement up to that point before moving to the next activity.</p>	

Domain: Learning Environment

Dimension	Evidence	Rating
<p>Classroom Environment, Routines and Procedures</p>	<p>The physical classroom environment was visibly organized, safe, and allowed for easy transition between whole group and small group instruction then back again which supported the lesson objective. All student materials, (graphic organizers, name tags, exit tickets, etc.) were all readily available and distributed with ease. No instruction time was lost due to effective routines and transitions that students obviously had successful past experience with. Some examples noted included the magic word “cheeseburger / cheeseburger” as a signal to move to your group, student # 1 being responsible for comment # 1 etc., “when you are finished, make a house”, “fist to five” in terms of how much more time you need”, calling students back to Attention----“<i>Class... Yes, Ms HILL?</i>”. Because of specific roles and responsibilities, students actively participated in group work and were motivated due to numerous positive reinforcement motivational techniques used such as (fire cracker, clam claps, round of applause, and roller coaster etc.) This encouraged and supported students as they participated in a safe, risk free environment.</p>	<p>Accomplished</p>
<p>Managing Student Behavior</p>	<p>Through visual observation it is evident that most of the students are engaged in the various activities that are assigned of them both in their group and paired work. The teacher prefaces or bookends commands to the students by saying “<i>quickly and quietly</i>” and “<i>quickly, quickly, quickly</i>” in order to effectively manage student behavior. The teacher</p>	<p>Accomplished</p>

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	<p>makes use of choral response signals such as <i>“cheeseburger, cheeseburger”</i> and <i>“Class? Yes, Ms. Hill!”</i> In two instances of redirecting student behavior the teacher asks, <i>“Riley?”</i> in a firm tone of voice when a student is off task and then <i>“No, no, no, no, no. Who is person 1? Who needs to be writing?”</i> when one group is not working according to their individual specified roles. When it is time to transition a <i>timer audibly chimes</i>. When the students are asked to pair up the teacher efficiently checks for completion of this expectation by saying, <i>“When you have your person make a house (with their hands).”</i> When the students are working in their groups the teacher asks the students to indicate how much more time they need to complete their assignment in order to manage the time by saying, <i>“Fist to five to show me how many more minutes you need to finish.”</i> The teacher asks students to present <i>“loud and proud”</i> and requests for students to be <i>“good listeners.”</i> The teacher also reinforces student behavior by saying, <i>“We would want people to listen to us. Right, Ethan?”</i></p> <p>The students frequently raise their hands when they want to respond which also demonstrates student understanding of rules for learning and behavior. It is not clear if the students helped the teacher to create and adopt classroom behavior standards.</p>	
Classroom Culture	<p>The teacher engages all students in meaningful / relevant learning by connecting today’s lesson to a recent <i>“Heart to Heart”</i> activity in the classroom. The exit ticket also had students expound on how seeing things from different perspectives could impact their everyday lives. The topic for the 4 corners activity about year round school was especially relevant to the students as was the different perspectives from which they were to respond (teacher, student, parent and the president of the United States).</p> <p>The teacher exhibits caring and respect for students through comments such as <i>“very good”</i> and <i>“Thank you, Professor Henderson”</i> and <i>“Thank you, Arturo.”</i> The teacher is respectful in her requests for the students such as, <i>“You can put your hands down and have a seat for me.”</i> The teacher has whole class reinforcement and rewarding of effort through encouraging signals such as fireworks and clam claps and round of applause. There is a positive relationship between the teacher and the students as evidenced by the students clapping, appearing happy and smiling and exclaiming <i>“Yes!”</i> excitedly when the teacher gives instructions or previews</p>	Distinguished

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	<p>to additional activities. The teacher constantly smiles therefore reflects a caring, respectful interaction with students. Students worked cooperatively in groups and genuinely appreciated each others' effort as evidenced by their applause after spokespersons from each group spoke. One student elaborates on an example of how the teacher <i>asks them not to brag or 'show off' when they get a good grade on something or do really well with a task especially if someone seated near them did not do so well.</i> The student said, <i>"It may make them feel bad, and we need to see it from their perspective."</i></p>	