

**OBSERVATION PROTOCOL_MIDDLE SCHOOL
C&I 6943**

Name of student evaluated: _____ Valerie Camargo _____

Date: 2/23/15 Grade: 8 Topic: making inferences (compr strategy)

Observed and evaluated by: _____ Dennis Davis

IRA Standard	Element	Rubric 3 2 1 n/a	Observational Evidence
Standard 1: Foundational Knowledge			
	1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	2	Candidate's lesson shows understanding of comprehension processes (making inferences as a central feature of meaning making). Candidate is encouraged to consider ways to extend students' engagement with whole texts as a way of applying/extending their understanding of how to think inferentially.
	1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	na	
	1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	2	In her instructional planning and reflection, candidate demonstrates professional judgment and practical knowledge. In particular, candidate is aware of the need to incorporate authentic literacy experiences in her teaching.
Standard 2: Curriculum and Instruction			
	2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	2	The observed lesson included elements of balanced literacy instruction, including direct

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			explanation of a strategy, student practice, and scaffolded assistance. Candidate is encouraged to continue working towards building a more discussion-based format for her small-group teaching [this is a goal identified by the candidate].
	2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.	2	Lesson incorporated opportunities for reading-writing connections and for students to build strategic knowledge (about making inferences).
	2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	na	
Standard 3: Assessment and Evaluation			
	3.1: Understand types of assessments and their purposes, strengths, and limitations.	na	
	3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	na	
	3.3: Use assessment information to plan and evaluate instruction.	2	Candidate indicated using assessment data and her knowledge of school-wide areas of instructional focus to plan her lesson. She also carefully observes students and their work during her lessons in order to inform her instruction.
	3.4: Communicate assessment results and implications to a variety of audiences.	na	
Standard 4: Diversity			
	4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	na	

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	4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	na	
	4.3: Develop and implement strategies to advocate for equity.	na	
Standard 5: Literate Environment			
	5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	2	Creates a comfortable seminar-style tone in the class by using the conference room table; effectively incorporates digital resources into the lesson
	5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	2	Candidate is investigating different techniques for fostering conversation among students to support textual interaction. The lesson made it clear to students that their contributions are valued in the group.
	5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	2	Effectively uses various routines – including direct minilesson, small-group work, and scaffolded assistance during student discussion.
	5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	2	See above.
Standard 6: Professional Learning and Leadership			
	6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	na	
	6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	3	Candidate demonstrates exceptional level of personal reflection about her own learning. She is seeking out professional resources and readings to support her professional development.

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	6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	na	
	6.4: Understand and influence local, state, or national policy decisions.	na	

Below are my unrevised notes recorded during the observation (to help contextualize the evaluation)

Small group lesson – 8th grade, 7 students

Teacher prepares the room, takes attendance, makes sure all group members have arrived. T is setting up her technology while she waits for a student to arrive.

Ss are seated around a long round conference room table – great set-up for a discussion-based reading group.

T begins by reminding students why they are in the group (some have asked why they are there) – to help with reading skills.

[Question: is it helpful to introduce the lesson by mentioning STAAR? What message does this send to students?]

T explains photos, projected, about different kinds of doctors –which one would you choose, what inferences have you made about each one?

Ss begin talking about their choices. Ss are writing down their choices. “The inferences I made about them are...” “What kind of judgments did you make about them?” Ss take a few minutes to write.

[Question: talk about your decision to have them write their ideas instead of having a discussion as a group to talk about their inferences]

[Question: how did you decide to do a lesson on making inferences – what information, assessment data, etc. informed this decision?]

As Ss write, T walks around the table and looks at responses.

“What did you infer about the girl on the left?”

“What about the guy made you infer he’s a biker?”

“These are all inferences you are making based on your background...”

“New information can change your inferences... What if I told you that...?”

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“Some of your teachers have already been going on over inferences with you.”

“What’s an inference again?”

Ss say an educated guess.

“What do we use to create inferences?”

“Our experience and what we see in front of us [from the author]”

“Why do we need to make inferences?”

“The author assumes that you know certain information – authors won’t tell you everything, they assume you know some things”

T gives instructions for a practice activity, links to a previous lesson (crime scene investigators metaphor).

Ss will work in partners to make inferences about the items provided – a short text, some books, photos.

“I want you to have conversations – I have some conversation stems for you.” Provides conversation starters – I see...; I think it might be...; Based on what I know...; My best inference is that...

Ss ask clarification questions about the instructions. Then Ss start working.

T sits with one student who doesn’t have a partner. T asks questions to help the student – “What guesses can you make? What can you tell about the time period?”

T notices that another group is quiet – so she moves to that group to scaffold their process. T points to specific pictures – “what can you tell about his personality” (pointing to a specific picture in the book).

[Question: what happens next time you see this group – will they read and discuss their inferences in a longer text?]

Timer goes off – T asks students to move to the next station (next activity in the rotation).

Ss move to next station. T checks in with groups to give instructions.

[Question: Based on your knowledge of the students, what did you include in this lesson that students didn’t already know, and what was meant to extend their understanding of things they already know?]

T helps individual groups as needed.

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Timer goes off. T ask students to write on a sticky note: “What is inferencing? And how do you use it every day?” T gives several examples of different ways to think about the second question in response to students’ questions.

Ss write their ideas, hand them to T, and then they leave.

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