

Domain 1: Planning and Preparation

1a | Demonstrating Knowledge of Content and Pedagogy

Rating: Distinguished

Lesson has an objective that is tied to an appropriate standard and an essential question.

Objective is clear - fin clues for inference. Predicting, classifying, concluding.

by: Kathleen Hagstrom (11/05/2017 07:18:56 AM CST)

Lesson activities are specific and completely describe the lesson using narratives or bullets for step by step procedures. Activities emphasize higher order questions, vocabulary and concepts.

by: Kathleen Hagstrom (11/05/2017 07:21:16 AM CST)

Homework describes the skills/concepts that are being reinforced along with an extension of application.

by: Kathleen Hagstrom (11/05/2017 07:21:48 AM CST)

Content is interconnected reading/science- anticipates students' misconceptions

by: Kathleen Hagstrom (11/05/2017 07:27:18 AM CST)

Evidence:

I will be working on a reciprocal teaching lesson with the students using a story from the Harcourt Journeys text: "The Harvest Birds". I chose this story because I really wanted to focus on inferencing/making predictions & using context clues and because we are working on this lesson for the week. Literature is also one of the MAP/NWEA strands that is a target for my class. My students struggled with literary concepts such as drawing conclusions and inferencing on their MAP test so these are skills that we will be focusing on this year. The children will be watching an interactive Flocabulary video that highlights inferencing where the students act as detectives using clues in the text to draw conclusions and answer questions about what is happening in the story. After the video, students will be working on predicting, clarifying, questioning, & summarizing the story in small reciprocal teaching groups. I want them to focus on higher-order thinking skills and to ask and answer questions that require a deeper thinking. I will be asking the students to "dig deeper" into the text and to analyze the information to draw conclusions about the author's message. They will be making inferences using the text as well as their prior knowledge. These inferences will help them to develop questions in order to explore the meaning of the text & deepen their understanding. The students will be completing all of the roles in the reciprocal group as a team rather than having just one student assigned to each role. So, all students will predict, clarify, question & summarize so that they are also thinking independently. They will all complete an accountable piece during the course of the lesson and I will assess the students using a google document that will allow the students to input their information about how they performed and they can evaluate their effectiveness in the group. Their final summaries will also be evaluated and graded. Students will also have self-assessment cards that will allow them to personally assess or monitor their progress throughout the lesson.

by: Kathleen Hagstrom (11/05/2017 01:28:44 PM CST)

Comments and
Recommendation:

Upload Artifacts:

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1b | Demonstrating Knowledge of Students

Rating: Distinguished

Lesson activities are specific and completely describe the lesson using narratives or bullets for step by step procedures. Activities emphasize higher order questions, vocabulary and concepts.

by: Kathleen Hagstrom (11/05/2017 07:21:16 AM CST)

Assessment describes what the teacher is assessing along with a rubric which describes how the student assessment is being measured.

by: Kathleen Hagstrom (11/05/2017 07:22:15 AM CST)

Teacher uses a variety of strategies, including STARS, Kagan, SIOP, Brain-based and ADS. Evidence of Promethean board usage, flip charts, brain pop, ipads

Reciprocal Teaching

by: Kathleen Hagstrom (11/05/2017 07:22:54 AM CST)

Teacher identifies grouping practices during the lesson planning in order to differentiate instruction and support student needs (i.e. - DDI groups, and other grouping configuration.)

5 groups allows for better interaction.

Evidence: by: Kathleen Hagstrom (11/05/2017 07:24:07 AM CST)

Arts/technology integration is evident

Good tech integration Flocabulary was great inference.

by: Kathleen Hagstrom (11/05/2017 07:25:33 AM CST)

Knows students' level of development-multiple assessment measures

by: Kathleen Hagstrom (11/05/2017 07:27:58 AM CST)

My students this year are homogenously grouped. Although their learning needs are similar, their learning styles are very different. My students have targets in multiple areas this year, such as foundational skills, informational text, vocabulary, literature, number sense, algebraic thinking, etc. I am focusing on "literature" for this lesson. Differentiated instruction is extremely important to address the individual needs of each child and to tailor activities to the child's target areas. Direct Instruction has allowed me the opportunity to organize the children in even smaller groups so I can give students 1 on 1 help in Reading and provide interventions. I have several students who have modified classwork & homework as interventions, specific graphic organizers to assist them with their work, extra time on task & proximity seating. We are also able to work on oral reading fluency, comprehension skills, phonics, decoding & writing. I have incorporated reciprocal teaching as a strategy to help students work collaboratively in small groups to learn from their classmates and to strengthen their skills.

by: Kathleen Hagstrom (11/05/2017 01:28:47 PM CST)

Comments and
Recommendation:

Upload Artifacts:

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1c | Selecting Learning Objectives

Rating: **Distinguished**

Lesson has an objective that is tied to an appropriate standard and an essential question.

Objective is clear - fin clues for inference. Predicting, classifying, concluding

by: Kathleen Hagstrom (11/05/2017 07:18:56 AM CST)

Lesson includes a list of specific materials needed for the activities: i.e. text, student/teacher page numbers, additional resources and copies of worksheets.

detective notebook

by: Kathleen Hagstrom (11/05/2017 07:20:34 AM CST)

Lesson activities are specific and completely describe the lesson using narratives or bullets for step by step procedures. Activities emphasize higher order questions, vocabulary and concepts.

by: Kathleen Hagstrom (11/05/2017 07:21:16 AM CST)

Outcomes are multiple, rigorous and clear

by: Kathleen Hagstrom (11/05/2017 07:28:22 AM CST)

Evidence: Students will be reading a folktale and analyzing that text in reciprocal teaching groups. The groups will be heterogeneously formed with students of various needs & strengths dispersed throughout the group. I will have 5 groups of 5 to accommodate 25 students. One student will be in charge of facilitating each group but all students will be working on all four roles-predicting, clarifying, questioning, & summarizing. We will begin with students making predictions about the text in their groups, jotting them down on their graphic organizers (in their detective notebooks) as they discuss them as a team. Next they will share these predictions with the class and the teacher will highlight key points on the Promethean flipchart. The teacher will begin reading the text to the students and then stop to allow them time to select words/phrases within their group that they need to clarify. They will jot these down on their organizer in the detective notebooks and discuss as a team, then share with the class. They will continue this process as they progress through each role and ultimately arrive at summarizing. During the summary process, students will work as a team to write a summary of the entire text. I will differentiate between individual students by implementing different strategies for specific students. For example, students who are struggling with Vocabulary will be given index cards to write down the words that they did not understand so we can review them in a guided reading group at a later time. Some students will have highlighters if they need them to help them stay on track and easily find/recall important details in the text. I will have students who need to practice writing complete sentences, write full sentences in their graphic organizers paying particular attention to punctuation, grammar, spelling & capitalization. Throughout the process, the students will be working on making predictions and inferences. They will be "text detectives"!! The students will be looking for context clues in the story to help them make predictions, to clarify information, and to create "thinking" questions. At the end of their lesson, they will work on summarizing the story incorporating all of the information that they gathered, their inferences, and conclusions to tell me in their own words what the story was about.

Comments and
Recommendation:

by: Kathleen Hagstrom (11/05/2017 01:28:45 PM CST)

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1d | Designing Coherent Instruction

Rating: Distinguished

Lesson has an objective that is tied to an appropriate standard and an essential question.

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by: Kathleen Hagstrom (11/05/2017 07:18:56 AM CST)

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Reciprocal Teaching

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Evidence:	5 groups allows for better interaction.
	by: Kathleen Hagstrom (11/05/2017 07:24:07 AM CST)
	Arts/technology integration is evident
	Good tech integration Flocabulary was great inference.
	by: Kathleen Hagstrom (11/05/2017 07:25:33 AM CST)
	Activities with high level cognitive activity
	by: Kathleen Hagstrom (11/05/2017 07:28:54 AM CST)
	Since my students are functioning at a lower level, I have them in reciprocal teaching groups to facilitate differentiation. They will have the opportunity to draw on the knowledge of their classmates as they analyze the text and generate questions that they would like to explore further. They will have index cards on which they can jot down information and Vocabulary words that need more clarification & a highlighter to highlight information (words & phrases) that they need to remember. Students will be watching an interactive video done by Flocabulary that reinforces making inferences. My students will definitely connect with the "rap" style of the Flocabulary video and the rhyming of the various concepts due to their dominating visual and auditory learning styles. They will also act as "text detectives" as depicted in the video looking for clues in the text to help them make predictions/inferences and to draw conclusions. Students will also have graphic organizers in their "detective notebooks" to assist them in keeping their information organized to make it easier to comprehend and to remember for their assessment at the end of the week. Students will be given adequate time to work on each aspect of the reciprocal teaching roles and to have enough time to engage in meaningful discussions in their groups.
	by: Kathleen Hagstrom (11/05/2017 01:28:48 PM CST)
Comments and Recommendation:	
Upload Artifacts:	
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1e Designing Student Assessment	
Rating:	Distinguished
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	by: Kathleen Hagstrom (11/05/2017 07:21:16 AM CST)
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	by: Kathleen Hagstrom (11/05/2017 07:24:07 AM CST)
	Assessments are fully aligned to outcomes - choice, real world application, authentic
Evidence:	by: Kathleen Hagstrom (11/05/2017 07:29:20 AM CST)
	The formative assessment that I will be using to evaluate the students' progress will consist of the reciprocal teaching graphic organizer for predicting, clarifying, questioning &

summarizing. These graphic organizers will allow me to check the students' progress and to see their thinking process as they make inferences and write down words that they need to clarify. I can see if they are in fact using context clues effectively to help them figure the meaning of unfamiliar vocabulary. I can also check to see if they are digging deeper into the text by looking at their questions. Are they asking higher-order thinking questions? Not just, "What is the title of the story? Who is the main character?" But questions such as, "How does the illustration support what is going on in the story? and How does the author show how the main character feels at this point in the story? " Another formative assessment that I am using will be their self-evaluation where they analyze how effectively they participated in the group by completing a checklist. They will fill out the self-assessment rubric as well as enter their responses using the Google document on their iPads. They will be grading themselves on a scale from "No Score" to "Good". In addition, throughout the reciprocal teaching process, students will be stopping to do a self-assessment check-in where they will grade themselves on a scale from 1-4 based on their progress thus far. They will be able to monitor their own progress. Students will show with their fingers how they are doing with their lessons. Finally, I will be grading their summaries, the final step in the reciprocal teaching process, as their summative assessment. I will be able to read their summaries and determine if the students have made connections-text to text, text to self, & text to world. They must have facts & details from the text to support all of their statements and there must be a balance between the author's ideas and their own. The summaries will show me if the students have developed a deeper understanding of the text & the author's message. Can they compare & contrast ideas/information? Can they make generalizations about the text and once again support their own ideas with textual evidence? Can they draw conclusions and make inferences about the text using clues and evidence in the story? I will grade the summaries using the summary rubric.

by: Kathleen Hagstrom (11/05/2017 01:28:46 PM CST)

Comments and

Recommendation:

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Domain 2: The Classroom Environment

2a | Creating an Environment of Respect and Rapport

Rating:

Distinguished

Teacher greets students by name; invites students to ask for assistance.

calls students by name

Teacher supports and motivates positive behavior; Teacher provides descriptive feedback on specific expected behaviors.

Oh good - tell me how you know that. I like how Amalea said that.

Teacher creates a positive classroom climate for student interactions with each other; reinforces respectful interactions among students.

Tells students to pa themselves on back for doing correct procedures.

Teacher emphasizes teamwork and respect and/or student recognition and celebration.

Great Job!

Patterns of classroom interactions are best characterized as highly respectful, reflecting genuine warmth and caring.

Oh, I like that.

Evidence:

Excellent! Many compliments.

Patterns of classroom interactions are best characterized as highly respectful, reflecting genuine warmth and caring.

Ms. Parks will be walking around listening to your great predictions.

Great Job, Guys.

Interactions are Sensitive to students as individuals.

A little louder-so everyone can hear you.

Repeat that one more time.

by: Kathleen Hagstrom (11/05/2017 07:35:58 AM CST)

The students felt confident enough to share their ideas and opinions and they were encouraged to build on the ideas of others. They were comfortable working in cooperative groups with their classmates and felt that they had a safe environment to ask questions and respectfully debate with their classmates.

by: Kathleen Hagstrom (11/08/2017 12:43:42 PM CST)

Comments and
Recommendation:

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2b | Establishing a Culture for Learning

Rating: Distinguished

Teacher conveys the importance of the work undertaken by students and teacher, teacher emphasizes that it is essential to get it right.

Objective read out loud. Find clues to make predictions conclusions, inferences.

Teacher establishes a classroom with high cognitive energy with a sense of what is happening there is important.

Grab your detective notebook.

Teacher set high expectations for all and lets students know they are capable of achieving values learning/hard work and conveys that to students.

We're all going to be digging for clues.

Teacher creates opportunities for students to take ownership of learning.

Students give evidence and page#'s which validate their contribution.

Evidence:

Students follow the teachers lead of finding clues.

Students assume responsibility for high quality work by persevering, initiating improvements, making revisions, adding detail and/or helping

The students continue to offer clues followed by inference. Sometimes the inference is first followed by clues.

Students take initiative in improving the quality of their work.

The students are vigorously writing their clues in notebook.

by: Kathleen Hagstrom (11/05/2017 12:22:41 PM CST)

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by: Kathleen Hagstrom (11/08/2017 12:43:42 PM CST)

Comments and
Recommendation:
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2c | Managing Classroom Procedures

Rating: Distinguished

Instructional time students are able to work independently in groups with little supervision from the teacher.

Instructional time student's transitions between activities and grouping patterns proceed easily and smoothly with little loss of instructional time.

Students got materials, went from large group to reciprocal group easily.

Instructional time teacher multitasks in order to complete non-instructional duties with little loss of instructional time

Video, timer, music

Instruction Time Is maximized due to efficient classroom routines and procedures.

Be sure you are at a level zero - and are ready

Evidence: Students contribute to the management of instructional groups, transitions, and/or the handling of materials/supplies.

Students know how to have their reciprocal group function w/sharing and recording.

Routines are well understood and may be initiated by students.

by: Kathleen Hagstrom (11/05/2017 12:27:52 PM CST)

The students felt confident enough to share their ideas and opinions and they were encouraged to build on the ideas of others. They were comfortable working in cooperative groups with their classmates and felt that they had a safe environment to ask questions and respectfully debate with their classmates.

by: Kathleen Hagstrom (11/08/2017 12:43:42 PM CST)

Comments and

Recommendation:

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2d | Managing Student Behavior

Rating: Distinguished

Teacher Expectations for student conduct have been established and are being implemented, and possibly referred to during a lesson.

The class knows routines and follow as directed.

Student behavior is entirely appropriate.

Teacher monitoring is subtle and preventive.

Students were doing what they should-frequent compliments.

Brian, I need you to sit up and sit on your bottom

Evidence:

Brian, sit flat - much better.

by: Kathleen Hagstrom (11/05/2017 12:31:39 PM CST)

The students felt confident enough to share their ideas and opinions and they were encouraged to build on the ideas of others. They were comfortable working in cooperative

groups with their classmates and felt that they had a safe environment to ask questions and respectfully debate with their classmates.

by: Kathleen Hagstrom (11/08/2017 12:43:42 PM CST)

Comments and
Recommendation:

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Domain 3: Instruction

3a | Communicating with Students

Rating:

Distinguished

Classroom is business like and goals for learning are communicated clearly to students.

Students are clear about what they are expected to do, particularly if they are working without direct teacher supervision.

Students are fully aware that they need to jot down clues.

Teacher uses vivid language, imaginative analogies/metaphors to connect explanations to student interests and loves beyond school.

Teacher uses word clues to give ideas - text, title, picture, etc.

Teacher's use of language (oral and written) represents their best model of both accurate syntax and a rich vocabulary.

Teachers speech is clear, enthusiastic, and friendly - supportive.

Instructional purpose; directions and procedures are linked by the teacher to student interests.

Clue #1 house is dark, video intrigues students to look for clues.

Evidence: #2 head was droopy

#3 yawning all the time

#4 eyes are real

Explanation of Content is thorough and clear, connecting with students interests.

All the clues help students to infer-best guess- Jasmine was tired.

Content is extended by students, and students contribute in explaining content to their classmates.

Students have looked for clues- Flashlight, marshmallows, there's going to be a surprise party!

Be sure you are jotting down your predictions in notebook.

Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Use complete sentences.

by: Kathleen Hagstrom (11/05/2017 12:35:57 PM CST)

Comments and
Recommendation:

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3b | Using Questioning and Discussion Techniques

Rating:	<p>Distinguished</p> <p>Teacher uses questions of high quality to cause students to think and reflect, to deepen their understanding, and to test their ideas.</p> <p>Teacher provides sufficient time for students to think about their responses.</p> <p>Teacher poses a question and invites all students' views to be heard, and also enables students to engage in discussion directly with one another.</p> <p>Teacher uses a range of techniques to ensure all students contribute to the discussion, and enlist students to ensure this outcome.</p> <p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking, and promote meta-cognition</p> <p>What does it mean to make an inference - kind of like solving a mystery. Come up w/good thinking questions.</p> <p>If you're going to harvest? Noun or Verb? Asks for sentence - use harvest as a Noun.</p> <p>Questions are formulated by students, and students initiate topics and make unsolicited contributions.</p> <p>How will a genre help us solve the problem?</p> <p>A genre is a type of book- like a folk tale what are some characteristics of folk tale?</p> <p>Students themselves ensure that all voices are heard in the discussion.</p> <p>Teacher asks for clues - farmer wants land.</p> <p>Evidence:</p> <p>All talk in reciprocal group. What would happen if the harvest birds went away?</p> <p>Why is the story a folk tale?</p> <p>Content is extended by students, and students contribute in explaining content to their classmates.</p> <p>Student gives a page# that illustrates inference - farmer is poor.</p> <p>We want questions that make us think - dig deeper.</p> <p>Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend Students' vocabularies.</p> <p>Observe - we use in reading and science what is a hypothesis?</p> <hr/> <p>by: Kathleen Hagstrom (11/05/2017 12:42:10 PM CST)</p> <p>The fact that the students were creating their own higher-level questions and discussing them in their groups had a huge impact on their learning. Since they were creating the questions, it required them to dig deeper into the text and consequently analyze the different aspects of the story- author's message, theme, plot, etc. They were able to figure out the message that the author wanted readers to learn- "If you work hard & persevere, you can accomplish anything." They knew the theme of the story and they could discuss the plot in the correct sequence. All students were participating because they all had to complete their graphic organizers that coincided with a reciprocal teaching role and they all contributed ideas to the group discussion which increased the learning of every student in the group.</p> <hr/> <p>Comments and Recommendation:</p> <p>Upload Artifacts:</p> <p>View Rubric</p> <p>3c Engaging Students in Learning</p>
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Rating:	Distinguished	Activities and assignments promote learning by requiring student thinking that emphasize depth over breadth, and allow for student choice.
		Played Pink Panther theme song.
		Grouping is decided in a purposeful manner; teacher chooses available or supplemental materials and resources to engage students in deep learning.
		Students went into reciprocal groups.
		Structure and pacing keeps things moving, and the lesson includes time for reflection and closure.
		Teacher comments on students w/their detective notebooks.
		Learning tasks and activities are well designed with suitable scaffolding by the teacher; virtually all students are intellectually engaged in challenging content.
		Teacher is dressed as a detective - she walked around room to look for clues.
		Played Flocabulary video- helps w/clues- children sing along w/"rap"
		The video gave clear examples to illustrate clues to inference.
		Lesson has a clearly defined structure, and the pacing of the lesson provides students the time and choice needed to engage, reflect, and understand.
Evidence:	Our 1st step is making predictions - looking for clues - text - genre - title - picture.	
		What is our next step classify - what does that mean - my magnifying glass - to observe
		3rd step questions and ask hard questions- analyze - pulling out details. Referred to past story.
	by: Kathleen Hagstrom (11/05/2017 01:03:11 PM CST)	The most successful part of the lesson was that all children participated in the lesson and had the opportunity to answer questions and complete an accountable piece. The greatest moment of intellectual engagement was to see the children having their own conversations/discussions in their group using the vocabulary that they learned in class. They were questioning each other and holding their classmates accountable for their responses. This proved that they were engaged, focused, and they had learned the material.
	by: Kathleen Hagstrom (11/08/2017 12:43:40 PM CST)	The students knew the expectations before we began our groups & they were aware of the group rules. Knowing what was expected helped the children to focus on their goals and be aware of what they needed to do in order to be successful. They had to be prepared, organized, on time for the group, ready to participate, respectful in their groups and responsible for their roles and their own work. They knew that they all had to contribute to the group for each role of reciprocal teaching and they had to complete their own work but with help from the rest of the group. Each student knew to use their "inside" group voice and to stop talking when they heard the timer that ended each activity. They knew that should listen quietly while the teacher was reading the text. They all had a "safe" environment in which to participate & to share their thoughts with each other & with the teacher.
	by: Kathleen Hagstrom (11/08/2017 12:43:41 PM CST)	
Comments and	Recommendation:	
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3d Using Assessment in Instruction	Rating:	Distinguished
		Teacher clearly defines criteria for assessment, makes the criteria publicly known to students, and involved students in articulating the criteria.

Find clues to classify - look for clues in text to know more.

Teacher plans in advance how to monitor student learning and uses a variety of techniques to weave that monitoring seamlessly into the lesson.

Detective notebook.

Teacher delivers valuable feedback in timely, constructive, and substantive manner, and provides students the guidance needed to improve.

What is harvest - noun-verb- look for clues.

Teacher has taught students how to self-assess and how to monitor their own progress.

Provide evidence - make statement.

Teacher is able to make both minor and (when needed) major mid-course corrections or adjustments to a lesson.

Used metaphor - not - bursting out laughing - not personification quiet as a mouse an idiom!

Reviewed simile - like or as

Assessment is fully integrated into instruction through extensive use of formative assessment; students self-assess and monitor their progress.

Teacher records student contributions on board.

Students record their evidence.

Evidence:

Feedback takes a variety of forms, from both the teacher and peers; is accurate and specific and advances learning.

The teacher gives clues - inference

Has children give clues - draw conclusions, classifications.

Adjustment to Instruction is based on questions/prompts/assessments to regularly diagnose evidence of learning and is differentiated to address individual.

Student should all talk within group.

A misunderstanding would be helpful in the learning process.

Teacher works w/each group. Teacher should challenge w/a misconception.

by: Kathleen Hagstrom (11/05/2017 12:52:54 PM CST)

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by: Kathleen Hagstrom (11/08/2017 12:43:41 PM CST)

Comments and

Recommendation:

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Demonstrating Flexibility and Responsiveness

Rating:

Distinguished

Teacher is responsive to the students' needs whether they are curricular or behavioral nature. Provided input to redirect students where appropriate. Adjusting the pacing and time elements or activities as needed.

Timer on board - helpful.

Evidence:

by: Kathleen Hagstrom (11/05/2017 12:55:47 PM CST)

I shifted my lesson at times to give more children the opportunity to respond to questions and to work on their summaries as their final piece. Some students were falling behind and needed more time. Some students needed more teacher guidance to arrive at the correct responses. As a result of my changes, all students were able to complete their summaries and students were guided to make appropriate responses in their graphic organizers.

by: Kathleen Hagstrom (11/08/2017 12:43:41 PM CST)

Comments and
Recommendation:

Upload Artifacts:

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Domain 4: Professional Responsibilities

4a | Reflecting on Teaching and Learning

Rating:

Distinguished

Teacher analyzed and rethought ways to improve the lesson in planning and implementation.

Teacher makes accurate assessment of lesson citing examples; analyze many aspects of practice, offers specific alternatives for success.

by: Kathleen Hagstrom (11/05/2017 01:14:33 PM CST)

The most successful part of the lesson was that all children participated in the lesson and had the opportunity to answer questions and complete an accountable piece. The greatest moment of intellectual engagement was to see the children having their own conversations/discussions in their group using the vocabulary that they learned in class. They were questioning each other and holding their classmates accountable for their responses. This proved that they were engaged, focused, and they had learned the material.

by: Kathleen Hagstrom (11/08/2017 12:43:40 PM CST)

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Evidence:

their own work but with help from the rest of the group. Each student knew to use their "inside" group voice and to stop talking when they heard the timer that ended each activity. They knew that should listen quietly while the teacher was reading the text. They all had a "safe" environment in which to participate & to share their thoughts with each other & with the teacher.

by: Kathleen Hagstrom (11/08/2017 12:43:41 PM CST)

The fact that the students were creating their own higher-level questions and discussing them in their groups had a huge impact on their learning. Since they were creating the questions, it required them to dig deeper into the text and consequently analyze the different aspects of the story-author's message, theme, plot, etc. They were able to figure out the message that the author wanted readers to learn- "If you work hard & persevere, you can accomplish anything." They knew the theme of the story and they could discuss the plot in the correct sequence. All students were participating because they all had to complete their graphic organizers that coincided with a reciprocal teaching role and they all contributed ideas to the group discussion which increased the learning of every student in the group.

by: Kathleen Hagstrom (11/08/2017 12:43:42 PM CST)

The students felt confident enough to share their ideas and opinions and they were encouraged to build on the ideas of others. They were comfortable working in cooperative groups with their classmates and felt that they had a safe environment to ask questions and respectfully debate with their classmates.

by: Kathleen Hagstrom (11/08/2017 12:43:42 PM CST)

I would allow the students more time to develop their higher-order "thinking" questions. I would also make sure that I allowed sufficient time to fully complete the self-assessment and my exit tickets. Finally, I would show examples of how students could also use context clues and arrive at the "wrong" conclusion or inference and how to correct this and how they could learn from this.

by: Kathleen Hagstrom (11/08/2017 12:43:43 PM CST)

I would give the students more time to share out and hear their classmates ideas and questions because my class enjoys building on the ideas of their peers. This would allow them to hear even more perspectives, deepen their understanding of the lesson-drawing conclusions & making inferences, as well as help them expand their knowledge of the vocabulary.

by: Kathleen Hagstrom (11/08/2017 12:43:44 PM CST)

Comments and
Recommendation:

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Domain 1: Planning and Preparation

1a | Demonstrating Knowledge of Content and Pedagogy

Rating: Distinguished

Lesson has an objective that is tied to an appropriate standard and an essential question.

Inferences and conclusions.

by: Kathleen Hagstrom (11/07/2018 11:01:57 AM CST)

Evidence: Lesson activities are specific and completely describe the lesson using narratives or bullets for step by step procedures. Activities emphasize higher order questions, vocabulary and concepts.

Predict, clarify, question, summarize.

by: Kathleen Hagstrom (11/07/2018 11:04:08 AM CST)

Content is interconnected - anticipates students' misconceptions

by: Kathleen Hagstrom (11/07/2018 11:40:29 AM CST)

Comments and
Recommendation:

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1b | Demonstrating Knowledge of Students

Rating: Distinguished

Lesson activities are specific and completely describe the lesson using narratives or bullets for step by step procedures. Activities emphasize higher order questions, vocabulary and concepts.

Predict, clarify, question, summarize.

by: Kathleen Hagstrom (11/07/2018 11:04:08 AM CST)

Teacher uses a variety of strategies, including STARS, Kagan, SIOP, Brain-based and ADS. Evidence of promethean board usage, flipcharts, brain pop, ipads, etc.

Marcia Tate

Evidence:

by: Kathleen Hagstrom (11/07/2018 11:04:44 AM CST)

Teacher identifies grouping practices during the lesson planning in order to differentiate instruction and support student needs (i.e. - DDI groups, and other grouping configuration.)

Walk Disney, our team rocks.

by: Kathleen Hagstrom (11/07/2018 11:05:27 AM CST)

Knows students' level of development-multiple assessment measures

by: Kathleen Hagstrom (11/07/2018 11:47:43 AM CST)

Comments and
Recommendation:

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1c | Selecting Learning Objectives

Rating: Distinguished

Lesson has an objective that is tied to an appropriate standard and an essential question.

Inferences and conclusions.

by: Kathleen Hagstrom (11/07/2018 11:01:57 AM CST)

Lesson includes a list of specific materials needed for the activities: i.e. text, student/teacher page numbers, additional resources and copies of worksheets

reciprocal teaching forms, violin.

Evidence:

by: Kathleen Hagstrom (11/07/2018 11:03:19 AM CST)

Lesson activities are specific and completely describe the lesson using narratives or bullets for step by step procedures. Activities emphasize higher order questions, vocabulary and concepts.

Predict, clarify, question, summarize.

by: Kathleen Hagstrom (11/07/2018 11:04:08 AM CST)

Outcomes are multiple, rigorous and clear

by: Kathleen Hagstrom (11/07/2018 11:48:29 AM CST)

Comments and
Recommendation:

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1d | Designing Coherent Instruction

Rating: **Distinguished**

Lesson has an objective that is tied to an appropriate standard and an essential question.

Inferences and conclusions.

by: Kathleen Hagstrom (11/07/2018 11:01:57 AM CST)

Lesson includes a list of specific materials needed for the activities: i.e. text, student/teacher page numbers, additional resources and copies of worksheets

reciprocal teaching forms, violin.

by: Kathleen Hagstrom (11/07/2018 11:03:19 AM CST)

Lesson activities are specific and completely describe the lesson using narratives or bullets for step by step procedures. Activities emphasize higher order questions, vocabulary and concepts.

Predict, clarify, question, summarize.

Evidence:

by: Kathleen Hagstrom (11/07/2018 11:04:08 AM CST)

Teacher uses a variety of strategies, including STARS, Kagan, SIOP, Brain-based and ADS. Evidence of promethean board usage, flipcharts, brain pop, ipads, etc.

Marcia Tate

by: Kathleen Hagstrom (11/07/2018 11:04:44 AM CST)

Teacher identifies grouping practices during the lesson planning in order to differentiate instruction and support student needs (i.e. - DDI groups, and other grouping configuration.)

Walk Disney, our team rocks.

by: Kathleen Hagstrom (11/07/2018 11:05:27 AM CST)

Activities with high level cognitive activity

by: Kathleen Hagstrom (11/07/2018 11:49:06 AM CST)

Comments and
Recommendation:

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1e | Designing Student Assessment

Rating: **Distinguished**

Lesson activities are specific and completely describe the lesson using narratives or bullets for step by step procedures. Activities emphasize higher order questions, vocabulary and concepts.

Predict, clarify, question, summarize.

by: Kathleen Hagstrom (11/07/2018 11:04:08 AM CST)

Evidence: Teacher identifies grouping practices during the lesson planning in order to differentiate instruction and support student needs (i.e. - DDI groups, and other grouping configuration.)

Walk Disney, our team rocks.

by: Kathleen Hagstrom (11/07/2018 11:05:27 AM CST)

Assessments are fully aligned to outcomes - choice, real world application, authentic.

by: Kathleen Hagstrom (11/07/2018 11:50:50 AM CST)

Comments and
Recommendation:

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Domain 2: The Classroom Environment

2a | Creating an Environment of Respect and Rapport

Rating: **Distinguished**

Teacher supports and motivates positive behavior; Teacher provides descriptive feedback on specific expected behaviors.

I like the way Liam sat down quietly.

Teacher creates a positive classroom climate for student interactions with each other; reinforces respectful interactions among students.

When we make transition what level are we "O"

Teacher emphasizes teamwork and respect and/or student recognition and celebration.

Does "high five " with student

Patterns of classroom interactions are best characterized as highly respectful, reflecting genuine warmth and

Evidence:

caring.

Ms. Parks gives frequent affirmation to behavior and answers.

Good Job

Teacher is respected by students, and students contribute to high levels of civility among all members of the class.

Students think teacher might have growth mindset.I have a bag "All About Me"

Interactions are Sensitive to students as individuals.

I'm going to be walking around listening to your predictions.

by: Kathleen Hagstrom (11/07/2018 11:52:26 AM CST)

Comments and
Recommendation:

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2b | Establishing a Culture for Learning

Rating:

Distinguished

Teacher conveys the importance of the work undertaken by students and teacher, teacher Emphasizes that it is essential to get it right.

Spends time repetition.

Teacher establishes a classroom with high cognitive energy with a sense of what is happening there is important.

Students were excited to see what was in mystery bag. Letter from student

Teacher set high expectations for all and lets students know they are capable of achieving values learning/hard work and conveys that to students.

Refers to growth mindset and lets students know she believes in them. She believes in her.

Evidence:

The classroom culture is characterized by a share belief in the importance of learning and conveys high expectation for all students.

We're the detectives looking for clues to make inference.

Students assume responsibility for high quality work by persevering, initiating improvements, making revisions, adding detail and/or helping

Students were able to make inferences that Ms. Parks likes nature.

Students take initiative in improving the quality of their work.

Discussion helps to refine answers - clarify - discover and examine, analyze.

by: Kathleen Hagstrom (11/07/2018 12:51:27 PM CST)

Comments and
Recommendation:

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2c | Managing Classroom Procedures

Rating:

Distinguished

Instructional time students are able to work independently in groups with little supervision from the teacher.

Instructional time student's transitions between activities and grouping patterns proceed easily and smoothly with little loss of instructional time.

Evidence:

Instructional time teacher is skilled in the procedures for the distribution and collection materials.

Instructional time teacher multitasks in order to complete non-instructional duties with little loss of instructional time.

by: Kathleen Hagstrom (11/07/2018 12:58:34 PM CST)

Comments and
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2d | Managing Student Behavior

Rating:

Distinguished

Teacher Expectations for student conduct have been established and are being implemented, and possibly referred to during a lesson.

Teacher has discussed the importance and expectation during transition.

Teacher is attuned to what's happening in the classroom and can move subtly to help students re-engage with the lesson content.

"You did a really good job during transition" tracking with your fingers.

Teachers illicit preventive action when necessary; Responds to infractions of the established behavior standards with fairness.

Uses music to create appropriate environment for transitions.

Evidence:

Student behavior is entirely appropriate.

Give yourself a pat on the back - you were working together.

What word do you have your finger on - have , advise

Teacher monitoring is subtle and preventive.

Teacher is fully aware of what is going on through proximity along w/rules in place " follow w/fingers? - "sitting flat"

by: Kathleen Hagstrom (11/07/2018 01:15:44 PM CST)

Comments and
Recommendation:

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Domain 3: Instruction

3a | Communicating with Students

Rating:

Distinguished

Classroom is business like and goals for learning are communicated clearly to students

Students know how to raise hands, repeat, clap - processes for good protocols.

Students are clear about what they are expected to do, particularly if they are working without direct teacher supervision

They go to their groups and discuss w/a focus

Teacher uses vivid language, imaginative analogies/metaphors to connect explanations to student interests and loves beyond school

Describes "daydreaming" w/group and demonstrates what it would be like.

Instructional purpose; directions and procedures are linked by the teacher to student interests.

When we make inferences - what do we do?

Evidence: Explanation of Content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with student interests.

Our objective gives us our shell and how we're going to learn the shell activity.

Content is extended by students, and students contribute in explaining content to their classmates

If we were going to win the battle what would we need - Plan - strategy.

That's how we're going to learn on skill -we're going to use a strategy.

Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Teacher uses DI approach by repetition.

by: Kathleen Hagstrom (11/07/2018 01:34:37 PM CST)

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3b | Using Questioning and Discussion Techniques

Rating: Distinguished

Teacher uses questions of high quality to cause students to think and reflect, to deepen their understanding, and to test their ideas.

Teacher provides sufficient time for students to think about their responses.

Teacher poses a question and invites all students' views to be heard, and also enables students to engage in discussion directly with one another.

Teacher uses a range of techniques to ensure all students contribute to the discussion, and enlist students to ensure this outcome

Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking, and promote meta-cognition.

What is an inference? Guess and we use brain and text

What is an objective - subject - target skill for the day.

Questions are formulated by students, and students initiate topics and make unsolicited contributions.

Book is signed. What does the book infer about Ms. Parks? Write down your inference

Evidence: What would be a biography, fiction. What else helps predict title - pictures, maps, graphs.

Students themselves ensure that all voices are heard in the discussion.

Ms. Parks likes to read. She met the author - it's a biography.

Clarity means to clear something up - in science we talked about discovering examining analyzing

Content is extended by students, and students contribute in explaining content to their classmates

Melissa infers Ms. Parks like planting. Likes smell

What do we use to help make predictions - the genre.

Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend

Students' vocabularies.

Give me words that need clarifying, carpenter, Zaratee.

by: Kathleen Hagstrom (11/07/2018 01:43:35 PM CST)

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3c | Engaging Students in Learning

Rating:

Distinguished

Activities and assignments promote learning by requiring student thinking that emphasize depth over breadth, and allow for student choice

Teacher asks about components for reciprocal teaching.

Structure and pacing keeps things moving, and the lesson includes time for reflection and closure.

Lesson is well planned which keeps things moving.

Learning tasks and activities are well designed with suitable scaffolding by the teacher; virtually all students are intellectually engaged in challenging content.

teacher is formulaic w/a scaffolded approach - reciprocal teaching

Evidence:

predict, classify, summarize, question.

Teacher used a "Mystery Bag"

Discusses DOJO points w/students has different groups.

Lesson has a clearly defined structure, and the pacing of the lesson provides students the time and choice needed to engage, reflect, and understand.

Brought violin to demonstrate how to hold- violin music during transition.

The lesson is very thoughtful and organized w/motivation at front end.

by: Kathleen Hagstrom (11/07/2018 01:57:10 PM CST)

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3d | Using Assessment in Instruction

Rating:

Distinguished

Teacher clearly defines criteria for assessment, makes the criteria publicly known to students, and involved

~~Teacher clearly defines criteria for assessment, makes the criteria publicly available to students, and involves students in articulating the criteria.~~

Discusses, elements for reciprocal teaching

Teacher delivers valuable feedback in timely, constructive, and substantive manner, and provides students the guidance needed to improve.

Sits w/groups and gives feedback by responding to their input- entertaining, gardening

Teacher has taught students how to self-assess and how to monitor their own progress

See if you can figure out what a carpenter does.

Assessment is fully integrated into instruction through extensive use of formative assessment; students self-assess and monitor their progress

Asks questions to determine student knowledge acquisition.

Walks around and listens to discussion in her small groups - put on your thinking cap

Evidence: Give me more information to help her understand - a long time ago, passed down to other generations - gives lesson.

Feedback takes a variety of forms, from both the teacher and peers; is accurate and specific and advances learning.

Feedback is specific and advances learning; some of them engage in self-assessment.

Good - the authors purpose - how did you know it was going to be a folk tale

Team - our team rocks- Student says they will get information - birds, harvest-

Predicts that it is folk tale - made up characters that resemble real life, and entertaining - interesting - learn keep our interest.

Adjustment to Instruction is based on questions/prompts/assessments to regularly diagnose evidence of learning and is differentiated to address individual

Her assessment is ongoing w/rich observation and discussion.

by: Kathleen Hagstrom (11/07/2018 02:03:42 PM CST)

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Recommendation:

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3e | Demonstrating Flexibility and Responsiveness

Rating: Distinguished

The Teacher is responsive to the students' needs whether they are of a curricular or behavioral nature. Provided input to redirect students where appropriate. Adjusting the pasting in time elements for activities as needed.

Evidence: Add some movement during small group.

by: Kathleen Hagstrom (11/07/2018 02:24:13 PM CST)

Comments and
Recommendation:

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Domain 4: Professional Responsibilities

4a | Reflecting on Teaching and Learning

Rating:	Distinguished
Evidence:	Teacher analyzed and rethought ways to improve the lesson in planning and implementation. Teacher makes accurate assessment of lesson citing examples, analyze many aspects of practice, offers specific alternatives for success.

by: Kathleen Hagstrom (11/07/2018 02:24:48 PM CST)

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