Stage 2 Periodic Observation #2: Literacy Foundational Skills

TPEs 7.1-7.4, 7.5 a-d, f, g, 7.10

Date of Observation:

Teacher candidate taught a lesson to develop students' skills in one or more of the following:

- ❏ a. print concepts, including letters of the alphabet
- ❏ b. phonological awareness, including phonemic awareness
- ❏ c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences
- ❏ d. decoding and encoding, including morphological awareness
- ❏ e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)
- ❏ g. connected, decodable text
- ❏ h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.
- ❏ i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

To what degree was instruction structured and organized as well as direct, systematic, and explicit? (7.5f)			
Ineffective	**Emerging**	**Practicing**	**Applying**
Candidate did not make connections to foundational skills learned previously. Did not explicitly introduce and model foundational skills to support students' guided and independent practice. Candidate did not teach skills accurately.	Candidate made connections to foundational skills learned previously. Introduced skills but needed to provide explicit modeling. Students required more instruction with guided and/or independent practice. Skills instruction and practice was in isolation and not connected to reading/writing text. Only a subset of students were able to	Candidate made connections to foundational skills learned previously. Explicitly introduced and modeled the skill accurately. Students had opportunities for guided and independent practice with connected, decodable texts. Skills were used for reading/writing text. The majority of students practiced target skills, although	Candidate elicited students' connections to previously learned foundational skills. Explicitly introduced and modeled the skill accurately. Students had meaningful opportunities for guided and independent practice with connected, decodable texts. Skills were used for reading/writing literary or informational texts.

	achieve the objective.	some students required more scaffolding/support to achieve the objective.	All students practiced target skills using the candidate-provided scaffolding/support necessary to achieve the objective.

Comments

Strengths:

Recommendations:

Stage 2 Periodic Observation #5: Text Comprehension

TPE 7.1-7.4, 7.6-7.11

Date of Observation:

Teacher candidate taught an integrated ELD text comprehension lesson that engaged students in meaning making by (check all that apply):

- ❏ Using complex text (print, digital, and oral)
    - ❏ literary
    - ❏ Informational
- ❏ Building on prior knowledge
- ❏ Making connections to students' lives (e.g. cultural and linguistic backgrounds, interests, experiences), families, and/or communities
- ❏ Explicitly modeling a reading comprehension strategy for students to practice literal and inferential comprehension
- ❏ Questioning the text before, during, and after reading to develop
    - ❏ literal comprehension
    - ❏ inferential comprehension
    - ❏ reasoning
    - ❏ perspective taking
    - ❏ critical reading, writing, listening, and/or speaking skills
- ❏ Discussing the text
    - ❏ teacher candidate with students
    - ❏ students responding to and expanding on other students' ideas and questions through extended, collaborative discussion
    - ❏ promoting oral language development and text comprehension by attending to vocabulary knowledge and use, grammatical structures (e.g. syntax), and discourse patterns such as text structure.
- ❏ Drawing evidence from texts to
    - ❏ ask and answer questions
    - ❏ support their analysis, reflection, and/or research
- ❏ Providing scaffolding and supports to engage all learners
    - ❏ general supports for all students
    - ❏ differentiated scaffolding based on students' identified needs
- ❏ Providing integrated ELD instruction to
    - ❏ build on students' cultural and linguistic assets
    - ❏ develop students' abilities to use English purposefully
    - ❏ interact in meaningful ways, and understand how English works
- ❏ Using monitoring and formative assessments during and after the lesson to inform instructional decision-making

Comments

Strengths:

Recommendations: