Natalie Belka

Post Lesson Observation Conference

How do you (the DSC student) feel the lesson went? So fun! Engaging to students. Concrete.

I (the supervisor) thought the lesson was... outstanding! Lesson was carefully planned & thoroughly taught with lots of student interest and involvement.

What do you (the DSC student) think were the strongest and weakest parts of the lesson?

Strength - Student inferences and hypotheses

Weakness - Classroom management

I (the supervisor) thought the strongest and weakest parts of the lesson were...

Strength - lesson structure with various activities that kept children's interest

Weakness - time allocation, Spend the most time on activities that support your objectives (pacing)

Setting goals: List up to three goals for future teaching, subject matter knowledge, or teaching disposition that you would like to work on: (DSC student writes these with possible suggestions from supervisor)

1- If you allow a child to "ask a friend" be sure to come back to them — accountability!

2- Time management, lesson pacing

3- Give children many opportunities to use new vocabulary

Additional questions: (if time allows)

In your own words what was the main concept and overall goal of your lesson? What do you think the students knew about this concept before the lesson? How many of the students do you think learned the concept and met your overall goal? How do you know the students learned the concept? If you taught the lesson again, is there anything you might do differently? If so, what would you do?

Additional notes (if needed):

Supervisor Signature _____ Student Signature _____

Dixie State College of Utah Education Department DESERT Field Experience Formal Lesson/Instruction Evaluation-Elementary

*Practicum 1 ( )	**Practicum 2 ( )	***Practicum 3 ( )	***Student Teaching ( )	***SEE ( )

Modified 1/20/12

Student: Natalie Belka Supervisor: S. Petersen Mentor: P. Thurston

School: Coral Canyon Grade: 2 Lesson Title: Clouds Subject/DSC Class: Science Date: 2-5 Time: 9:30

1=Unacceptable-Student demonstrates limited knowledge, makes errors, is not able to perform task successfully, uses inappropriate instructional strategies or makes inappropriate decisions.	2=Below Basic Skills	3=Basic Skills-Student demonstrates basic skill and ***generally*** meets the indicator. He/she accomplished the task most of the time.	4=Proficient Skills-Student demonstrates proficient skills and ***consistently*** meets the indicators. He/she accomplished the talk almost all of the time	5=Distinguished Skills *(Practicum only, very rare)* N/A = Not applicable/observed

DM#1-Diversity	TEAC	Rating
• uses teaching strategies that are sensitive to diversity in race, culture, ethnicity, gender, and learning differences *	1.2	4
• establishes a civic classroom based on caring, responsibility, and respect for diversity *	1.3	4
• differentiates for individual students with learning differences or needs **	1.4.2	4
• uses a variety of instructional strategies to support and expand English language learners' communication through speaking, listening, reading, and writing **	1.2	4
• encourages students to analyze ideas from diverse perspectives ***	1.4.2	4
DM#1 Total _____ divided by _____ (# of scores) = Mean Score 4		

DM#2 Effective Pedagogy		
• designs age appropriate and coherent lessons where objectives, instructional strategies, and assessment are aligned **	1.4.1	4
• introduces lesson & states goal *	1.2	4
• gives clear directions & explanations *	1.2	4
• maintains attention, appropriately paces lesson, & makes smooth transitions *	1.3	3
• uses appropriate technology to enhance instruction & support student learning *	1.4.3	4
• engages students in assessing their own progress **	1.2	4
• uses multiple and appropriate types of assessments to analyze student learning and to adjust instruction in response to student learning needs **	1.4.1	4
• asks questions to stimulate discussion and higher level thinking **	1.3	4
• uses varied & creative teaching strategies ***	1.2	4
• stimulates students to reflect on prior content knowledge, make connections, & link new concepts to familiar concepts ***	1.2	4
• gives closure to lesson by restating goals and learning outcomes *	1.2	4
DM#2 Total _____ divided by _____ (# of scores) = Mean Score 3.9		

DM#3-Subject Matter		
• helps students understand and use subject matter language *	1.1	3
• uses knowledge of subject matter to give compelling lessons that meet the needs of a wide range of students through rich and varied details *	1.2	4
• recognizes students' misconceptions and helps students create correct schemas **	1.1	4
• demonstrates strong knowledge and confidence in subject matter ***	1.1	4
• models proper use of written and oral language related to subject matter ***	1.1	4
DM#3 Total _____ divided by _____ (# of scores) = Mean Score 3.8		

DM#4-Environment		
• establishes and monitors consistent procedures and standards of student behavior *	1.3	4
• deals professionally and effectively with inappropriate behavior *	1.3	4
• builds student capacity to collaborate & develops shared values and expectations for respectful interactions **	1.3	4
• demonstrates and maintains rapport with students ***	1.3	4
DM#4 Total _____ divided by _____ (# of scores) = Mean Score 4		

DM#5-Reflective (Note: discuss after lesson & make notes on page 2 of form)		
• willingly accepts and uses feedback given through the coaching and mentoring process *	1.4.1	4
• establishes appropriate goals to improve practice & continue to learn (see back of form) *	1.4.1	4
• reflects on student learning and demonstrates the ability to transfer what they learned to new situations **	1.4.1	4
• uses variety of data to reflect on & evaluate the outcomes of teaching and learning ***	1.2	4
DM#5 Total _____ divided by _____ (# of scores) = Mean Score 4		

DM#6-Teaching Dispositions		
• demonstrates a professional disposition (e.g., demeanor, appearance, prepared, promptness) *	1.4.1	5
• shows respect and care for supervisor, mentor and students *	1.3	4
• demonstrates moral and ethical conducts and acts as a role model *	1.4.1	4
• communicates in ways that demonstrate respect and caring for and responsiveness to age, gender, ethnicity, culture, learning and language differences of all students **	1.4.2	4
• displays enthusiasm and exhibits confidence ***	1.4.1	5
DM#6 Total 22 divided by 5 (# of scores) = Mean Score 4.4		
Lesson Total _____ divided by _____ (# of scores) = **Overall Mean Score** ~~4.4~~ 4.01		

Comments

- Great voice and presence
- Well-written lesson plan
- Calls on a variety of children
- Lots of positive reinforcement
- Careful review for children / formative
- Objective posted / stated
- Great energy
- Clear objectives
- Variety of activities with appropriate modifications
- Excellent direct instruction
- "Raise your hand if.."
- "If you have a comment, raise your hand & I'd love to hear it" — Nice management strategy

Outstanding lesson!

DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION
ELEMENTARY LESSON PLAN TEMPLATE
(2/5/2013)

Teacher Candidate: Natalie Belka
Title: The three types of Clouds

Grade Level: 2nd

CONTEXTUAL FACTORS (classroom factors)

WIDA level?

4 students that are ELL (Yvonne, Eric, Lesley, Veronica-she's repeating 2nd grade)
2 students with behavior challenges (Kinson, Trey)
1 student with vision impairment (Glasses- Cambria)
2 students that go to speech (Ashton, Harrison)
6 students are below reading level (Kinson, Keldan, Braylee, Andrew, Yvonne, Kylie-missed a lot of 1st grade)
4 students go to 3:1 reading intervention pull out sessions (Ashton, Keldon, Yvonne, Kinson)
1 Student with Autism (Trey)

Advanced students?

Classroom environment:
Arranged in four groups of five tables, and one group with five people.
Cambria must be in the front, due to vision.
Trey and Kinson need procedures to be clarified and structured, they have a short attention span.

WALK-AWAY (As a result of this lesson, what do I want the students to know, understand, and be able to do?)

State Standard/Objective (from Unit Plan):
Standard 1 The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.

Objective 1: Generating Evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions)

a. Framing questions: Observe using senses, create a hypothesis, and focus a question that can lead to an investigation.
b. Designing investigations: Consider reasons that support ideas, identify ways to gather information that could test ideas, design fair tests, share designs with peers for input and refinement. Identify both the short- and long-term effects of tobacco use.
c. Drawing conclusions: Analyzing data, making conclusions connected to the data or the evidence gathered, identifying limitations or conclusions, identifying future questions to investigate.

Objective 2: Communicating Science: Communicating effectively using science language and reasoning.

c. Sharing ideas with peers.
d. Connecting ideas with reasons (evidence).
e. Using multiple methods of communicating reasons/evidence (verbal, charts, graphs).

Content Walk-Away:
I will understand how clouds hold water. (SIOP 1 Content Objectives)
I will know the 3 types of clouds.

hypothesis

Language Walk-Away:
I will be able to verbally tell someone, and write about either a Stratus, Cumulus, or Cirrus cloud. (SIOP 2 Language objective)

list vocabulary words in your lesson plan

ASSESSMENT EVIDENCE (What evidence do I need to show the students have learned the Walk-Away?)	**Modifications/Accomodations** (ELL, IEP, GATE, etc.)
<u>Formative Evidence (checking for understanding throughout the lesson):</u> I will listen to the students as they are discussing describing to their neighbor the cloud type they have chosen to create and describe. (SIOP 30)	SIOP 30 Assessment of comprehension and learning
<u>Content Walk-Away Evidence (Summative):</u> Students will create art of either a Stratus, Cumulus, or Cirrus cloud and write the type of cloud they have chosen . (SIOP 27, 28)	SIOP 27 Review of key vocabulary SIOP 28 Review of content concepts
<u>Language Walk-Away Evidence (Summative):</u> Students will share with their group the cloud they have chosen to depict and describe how it represents the cloud type they have chosen. (SIOP 5, 6, 9, 16, 17)	SIOP 5 Adaptation of Content SIOP 6 Meaningful activities SIOP 9 Key Vocabulary SIOP 16 Interaction SIOP 17 Grouping Configurations

ACTIVE LEARNING PLAN	**Modifications/Accomodations** (ELL, IEP, GATE, etc.). *Note: Provide a brief description for each. Do not simply list SIOP 4,5,12, etc.*
<u>Activate/Building Background Knowledge</u> Ask the students "Do you remember what Ms. Thurston taught you about the water cycle? Wait for response, "We have the Sun, Clouds, rain, water(drawing them on the board). Who can describe to me a part of the water cycle?" Wait for response, "What does the sun do?" Wait time (Helps with evaporation), "What does the clouds do?" Wait time(Holds the condensation), "What is the proper term for rain? Wait time(Precipitation), "Precipitation falls and it is what?" wait time(in the stage of collection)." Then I will have the students think about a time when they have been outside at home, or at the park and have looked in the sky and have observed the clouds. I will ask the Students, "What have you noticed when you look up in the sky at the clouds?" wait time, I will then read with them the book, "Dreams", by Peter Spier. (SIOP 3, 7, 8, 18) Formative assessment: Listen to what the students observed or thought about as they have observed clouds in their expereinces. Modification/accommodations: ELL/low level reading Students – I will draw the water cycle on the board as well as read a picture book to allow these students to have more concrete information. Kinson – Make eye contact and encourage him to explore his past experiences. Trey – Have him search for prior knowledge that I could validate him in a positive way. Give him positive feedback as he participates.	SIOP 3 Content Concepts SIOP 7 Concepts explicitly linked to background SIOP 8 Links explicitly made to new concepts SIOP 18 Wait time for students response

Focus Lesson ("I do it") I will first identify the content and Language walk-aways. Helping them know what to expect. We will discuss the characteristics of clouds and re-emphasize the way clouds retain all the condensation until they cannot hold it anymore resulting in Precipitation. I will then conduct and experiment to depict this process. I will hold up a cotton ball and with an eye dropper have the students turn to their neighbor and **hypothesize** how many drops the cotton ball will be able to hold until it drips precipitation. Following the experiment I will pose the question, "Do you think all clouds can hold the same amount of condensation?" Wait time, "Are cloud all the same?" Wait time. I will hold up the book to remind them of all the different clouds that were represented in the story. I will continue asking questions that will lead then to capturing the fact that there are different types of clouds. (SIOP 1, 2, 3, 4, 9) Formative Assessment: I will listen to them in their responses to the questions posed. I will have them stand up if they think there are different types of clouds, then have them explain their reasoning. Modification/accommodations: ELL/low level reading Students – Visual experiment will help them. Ask them if they can explain the word hypothesis. Kinson – He will help put food coloring in the water so we can see it better. Trey – He will be our counter as the drops fall(this will help him to stay focused and excited about what he is learning).	SIOP 1 Content Objectives SIOP 2 Language objective SIOP 3 Content Concepts SIOP 4 Supplementary materials SIOP 9 Key Vocabulary
Guided Instruction ("We do it") Video Presentation about the three different types of clouds-**Stratus, Cumulus,** and **Cirrus**. **Cumulus**-thick and fluffy and produce heavy thunderstorms **Stratus**-thin, layered, and spread out **Cirrus**- light and feathery, fuzzy, and sunlight passes right through them. We will stop periodically and as a class define each of the clouds. Also during the video we will pause frequently to identify the type of cloud presented on the screen at the given time. (SIOP 4, 6, 8, 9, 16, 18) Formative Assessment: The students will have to write the three types of clouds and define them during the video Modification/accommodations: ELL low level reading Students – Have these students take turns in writing the definitions on the board so they can better link their learning to the lesson. Kinson – Ask him specifically to identify a cloud in the film Trey – This is a different stimulus activity so it will provide a good variety to allow him to stay focused.	SIOP 4 Supplementary materials SIOP 6 Meaningful activities SIOP 8 Links explicitly made to new concepts SIOP 9 Key Vocabulary SIOP 16 Interaction SIOP 18 Wait time for students response
Collaborative/Cooperative ("You do it together") I will have the students discuss with their shoulder partner the differences between clouds. I will ask, "What is a Cumulus cloud?" wait time "What is a Stratus cloud?" wait time, and "What is a Cirrus cloud?" (SIOP 6, 9, 16, 17, 18) Formative Assessment: I will walk around and listen to the students tell their partners, the different types of clouds.	SIOP 6 Meaningful activities SIOP 9 Key Vocabulary SIOP 16 Interaction SIOP 17 Grouping configurations SIOP 18 Wait time for response

Modification/accommodations: ELL low level reading Students – In this part of the lesson I will make sure to continuously repeat the types of clouds so the words can become more familiar. Repetition leads to habit and knowledge. Kinson – Partner him with a high level child Trey – Have Trey sitting up close where I am so he will be more attentive and involved. <u>Independent ("You do it alone")</u> "Each of you will create a picture of a cloud of your choice by gluing these cotton balls to form your cloud. You can create either a cumulus, stratus, or cirrus cloud and then write down the cloud that you have depicted at the top of your page (SIOP 3, 5, 6, 9, 29, 30) Formative/Summative Assessment: The students will create a picture of a cloud and identify it's at the top of the page. Modification/accommodations: ELL low level reading Students – Pictures help them to express and solidify their knowledge process(Same with all the other students).	SIOP 3 Content concepts SIOP 5 Adaptation of Content SIOP 6 Meaningful activities SIOP 9 Key Vocabulary SIOP 29 Feedback SIOP 30 Assessment of comprehension and learning
<u>Comprehensible review of content and vocabulary</u> I will ask the students to present their artwork to their group . They will show and then tell them the reason why their cloud is either Stratus, Cumulus, or Cirrus. (SIOP 9, 16, 17, 18, 27) Formative/Summative Assessment: I will have the students analyze their leanings through their art, then verbalize the definition of their how their cloud represents their proper cloud type . Modification/accommodations: All students should be able to do this, maybe prompt Alondra, Katie, and Chandra if needed. ELL low level reading Students – Commenting on their artwork again repeating the vocab terms. Kinson –Wow Kinson I sure like how you're gluing your cotton balls on, great job! Trey – Make sure to walk around and give positive encouragement.	SIOP 9 Key Vocabulary SIOP 16 Interaction SIOP 17 Grouping configurations SIOP 18 Wait time for students response SIOP 27 Review Key Vocabulary
<u>Summarization</u> "Great job students! We all worked hard today learning about how clouds hold condensation. We were able to make a **hypothesis** and perform and experiment to see how clouds work. We also learned that there are three different types of clouds. I hope you remember that the ***Cumulus* are thick and fluffy and produce heavy thunderstorms; *Stratus* are thin, layered, and spread out; and *Cirrus* are light and feathery, fuzzy, and sunlight passes right through them.** (SIOP 27, 28) Formative/Summative Assessment: Ask the students to Share what they like about learning about clouds and what they like from clouds that their peers made?	SIOP 27 Review key vocabulary SIOP 28 Review key concepts

NOTES TO TEACHER
What do I need to remember to do? *Wait time, get video/smart board/projector ready, prepare vocab words,* *Materials to have ready?* *Bring the Dreams book, cotton balls, paper, glue, cup of water, eye dropper, food coloring, worksheet to fill out in the video, vocab words* *Approximate time needed for lesson?* *40 minutes for lesson, 20 minutes for cloud art project*