Candidate: Jenna Fettig   **Cooperating Teacher:** Maggie Balough   **College Supervisor:** Christina Keaulana

School: Wheeler Middle School   **Grade:** 7th   **Subject:** ELA **Date:** 9.12.18

APC in SPED CANDIDATE ASSESSMENT FORM

Please use this form as a tool to help facilitate observations and discussions of Candidate proficiency within a particular set of HTSB standards in each Module.

> **Please use the following scale for your proficiency ratings.**
>
> **4 - Candidate CONSISTENTLY** does this as a teacher (Exceeds Proficiency)
> **3 - Candidate USUALLY** does this as a teacher (Meets Proficiency)
> **2 - Candidate OCCASIONALLY** does this as a teacher (Developing Proficiency)
> **1 - Candidate RARELY/NEVER** does this as a teacher (Below Proficiency)
> **NA - NOT ATTEMPTED** Candidate did not have the opportunity to do this.
> **NS - NOT SURE** Question is confusing, ambiguous, or difficult to rate.

4 - Candidate CONSISTENTLY does this as a teacher (Exceeds Proficiency)
The Candidate consistently demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with a high level of confidence and competence in most situations. The Candidate's demonstration of the standard is a model for teachers.

3 - Candidate USUALLY does this as a teacher (Meets Proficiency)
The Candidate usually demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with a good level of confidence and competence in most situations. The Candidate may need a little bit more practice and guidance for demonstrating the standard.

2 - Candidate OCCASIONALLY does this as a teacher (Developing Proficiency)
The Candidate sometimes demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with some level of confidence and competence in some situations. The Candidate may need some more practice and guidance for demonstrating the standard.

1 - Candidate RARELY/NEVER does this as a teacher (Below Proficiency)
The Candidate rarely or never demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with little or no level of confidence and competence in any situation. The Candidate may need a lot more practice and guidance for demonstrating the standard.

NA – NOT ATTEMPTED
Candidate did not have the opportunity to do this The Candidate did not have the opportunity or appropriate situation to demonstrate the standard.

NA – NOT SURE
Question is confusing, ambiguous, or difficult to rate The standard is difficult to rate because the standard language is confusing or isn't clear. In addition, the rater may not be familiar with the standard enough to give it an appropriate rating.

STANDARD 1: LEARNER DEVELOPMENT

3___Candidate assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. (1a, 1e, 1f, 1i) *e.g., uses formative and summative assessment to develop tiered instruction*

3____Candidate creates developmentally appropriate instruction that takes into account learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (1b, 1d, 1h) *e.g. uses encouragement, feedback, modeling, reducing/adding challenge, asking questions, providing assistance/information, or giving additional instruction.*

3_____Candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. (1c, 1j, 1k) *e.g. engages in informal and formal planning meetings with colleagues to discuss students, shares student progress or needs with families, utilizes community resources that benefit students.*

3_____Candidate modifies instruction to make language comprehensible and instruction relevant, accessible, and challenging based on knowledge of the role of language and culture in learning. (1g) *e.g. using controlled vocabulary, sentence structure, and visuals and gestures to facilitate students' comprehension; creating opportunities for students to interact with peers in the learning process to provide frequent opportunities for students to practice new language skills in context.*

STANDARD 2: LEARNING DIFFERENCES

3_____Candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs then creates opportunities for students to demonstrate their learning in different ways, i.e. disabilities or giftedness. (2a, 2g, 2l) *e.g. uses a variety of methods and materials for instruction, modifying environmental conditions, grouping, or content to meet specific needs of students*

3_____Candidate uses strategies and resources for individual students with particular learning differences or needs. (2b, 2h) *e.g. adapts pacing for individual rates of growth, task demands, communication, assessment, and response modes*

3_____Candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. (2c) *e.g. partners with learners to identify the most suitable learning format for their current academic level (e.g., class, groupings, activities, software); check-ins with individual learners after learning activities to discuss how successfully they learned something, and what that says for the types of learning activities they should focus on moving forward; design learning experiences that explicitly connect new content to prior knowledge and skills; use learner profiles to intentionally design mini-lessons to build upon learners' past experiences and strengths; use entrance tickets to check for understanding, and then create dynamic groups for mini-lessons or independent work that learners can opt into based on their needs.*

3_____Candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, community experiences, and cultural norms, including Native Hawaiian history and culture. (2d, 2j, 2k, 2m, 2n) *e.g. incorporates relevant local issues into instruction, facilitates group discussions and encourages sharing of opinions, perspectives, traditions, etc.*

3_____Candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. (2e, 2i, 2o) *e.g. chunking, providing background knowledge, defining vocabulary/figurative language, providing visual supports, guided interaction, pre-reading, reciprocal teaching, think alouds, K-W-L, Cloze paragraphs, Venn diagrams, story maps, etc.*

3_____Candidate accesses resources, supports, specialized assistance, and services to meet particular learning differences or needs. (2f) e.g. *supports to address environmental needs: preferential seating; planned seating in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement; staff support: ASD consultation, ELL support, SBBH, health care assistant, instructional support assistant; planning time for collaboration needed by staff; child's specialized equipment needs: wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment; presentation of subject matter needed: taped lectures, sign language, primary language, paired reading and writing; materials needed: scanned tests and notes into computer, shared note-taking, large print or Braille, assistive technology; self-management: calendars, PEC schedules, etc.*

Commendations

The surround sound reading of "A Long Walk to Water" is a great use of technology to improve the delivery of instruction. Regard
of where students are in the classroom, they can clearly hear . Nice to have various voices (male/female) read the story.

Lots of check for verbal understanding and use of guided note taking sheet to keep students on track

The content of the story is highly engaging and students' facial expressions and astute attention to their texts show how interested
they are in the plot.

Student: "I want to tell the gist"--shows students comprehend academic language and are able to apply/extend.

Candidate: "Let's do 11 together…" good facilitation to allow student to model an example of how to write a detailed gist.

Intro of word juxtaposition-two things that are different and comparing. Show image.
Candidate: "What's the same and what's different? Just your observation?"
Taking a complex word and breaking it down to a simple terms.

Your reaction when Michael nails it on the head, "Salva and Nyah's stories! Yes, we are listening to two different stories at two
different times side by side and comparing them." Light bulbs going off for students realizing how this idea of juxtaposition in
literature is a form of art/style.

Mixing up lesson to include small group turn and talk, peer-to-peer learning.

Excellent time management--countdown, "I'm going to give you 4 more minutes…" Good clarification that unrelated chit chat will
increase their HW load.

Exit contingency, "write 2 things you learned on board before you leave."

Recommendations

Student voice gets drowned out by acoustics in classroom and seating arrangement--Q ball: https://www.buyqball.com/

Researchers have studied teacher patterns in calling on male students with greater frequency. Pause for hands to be raised and
make mental tally to have relatively equal distribution of male/female contributions in class discussion.

Only one instance of technology infraction, as prevalence increases what policies will you establish in your classroom to limit
usage. Shoe sleeves that hangs over door with clear plastic pockets--can number them and have students place in their assigned
number each class until the end of the period.

Because students hear terms like refugee, immigrant, war in the news and media, they have an understanding of what they are, but
are their opportunities to " bring multiple perspectives to the discussion of content, including attention to learners' personal,
family, community experiences, and cultural norms, [including Native Hawaiian history and culture]." As a Hawaii SATEP, a
requirement is to address NH history in the teacher training program. This particular school demographic does not have a
substantial NH population, but are there opportunities to incorporate discussion of NH and/or their own culture as it relates to this
story?

Questions or Comments

Ever consider alternative seating? Moving seats to circle for whole group (no backs facing), pods of 4. How often will you switch
pairs? Quarterly? Monthly?

How many students with SPED services? Accommodations? How are you creating opportunities to assess IEP objectives as Care
Coordinator?

What kinds of strategies do you use to "collaborate with families, communities, colleagues, and other professionals to promote
learner growth" ?

Structured teacher planning time twice/week with grade level and subject are. No texts, create own curriculum.

If you see yourself more likely to teach an inclusion line, have you determined a system for co-teaching that suits your personal and professional style?