

Candidate: Jenna Fettig Cooperating Teacher: Maggie Balough College Supervisor: Christina Keaulana
School: Wheeler Middle School Grade: 7th Subject: ELA Inclusion Date: 9.26.18

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.

MODULE 2: INTASC STANDARDS 3 & 4: LEARNING ENVIRONMENTS & CONTENT KNOWLEDGE

STANDARD 3: LEARNING ENVIRONMENTS

3___ Candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (3a, 3n) *e.g. conducts check ins with students, attends grade-level, content area, PLC meetings/workshops, engages with families in a cordial, cooperative tone and manner*

4___ Candidate develops develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. (3b, 3i) *e.g. provides opportunities for students to make decisions concerning their own learning, enable the construction of new understanding and knowledge through the interplay of social and cognitive contexts with others, collaboration among peers in non-competitive activities, develop skills of cooperation, negotiation, interaction and reflection, which are useful skills that support lifelong learning.*

4___ Candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (3c, 3j, 3k, 3o, 3q) *e.g. establishes relationships with colleagues, observe best practices, ask questions, negotiate roles and responsibilities, establish systems for checks and balances for accountability.*

3___ Candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (3d) *e.g. implements pedagogy reflective of best practice: flexible grouping, cooperative learning, inquiry, project-based learning, differentiation, accommodation*

3___ Candidate uses a variety of methods to engage learners (i.e. organizing, allocating, and coordinating the resources of time, space, and learners' attention) and collaborates with learners to make appropriate adjustments. (3d, 3e 3p) *e.g. implements pedagogy reflective of best practice: flexible grouping, cooperative learning, inquiry, project-based learning, differentiation, accommodation and ensures students monitor their own learning and instruction is adjusted in response to student learning needs; uses knowledge of students' developmental needs, interests, and cultures to strategically plan and manage the instructional setting*

4___ Candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. (3f, 3l, 3r) *e.g. communicate in ways that demonstrate understanding of individualistic vs. collectivistic cultures and associated power dynamics, personal vs. social responsibility, polychronic vs. monochronic perception of*

time, locus of control, styles of communication, respectful talk and turn taking, teacher and student body language, physical proximity, politeness, encouragement, active listening, fairness, etc.

3 ____ Candidate builds interpersonal communication skills to increase students' capacity to collaborate in face-to-face and virtual environments for learning locally and globally. (3g,3h,3m) *e.g. provide opportunities for students to build shared understanding, engage in dynamic verbal and non-verbal interaction exchanges, and assume diverse roles.*

STANDARD 4: CONTENT KNOWLEDGE

4 ____ Candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions and promote each learner's achievement of content standards. (4a, 4j, 4n) *e.g. analogies, illustrations, examples, explanations, and demonstrations; providing representing and formulating the subject that make it comprehensible to others.*

4 ____ Candidate engages students in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (4b, 4c, 4p, 4r) *e.g. curricula include the contributions and perspectives of the different ethnocultural groups that compose the society; provide a "scaffolding" that links the academically challenging curriculum to the cultural resources that students bring to school.*

3 ____ Candidate accesses prior content knowledge, links new concepts to familiar concepts, including culturally relevant content, and makes connections to learners' experiences. (4d, 4m, 4o) *e.g. K-W-L chart, class brainstorm web, concept map, response journals, quick writes, predictions, pair-share, etc.*

3 ____ Candidate recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. (4e, 4k) *e.g. providing explanations for differing views of history, providing context for application of mathematics*

3 ____ Candidate recognizes the potential of bias and modifies resources and curriculum materials to make concepts in the discipline appropriate for his/her learners. (4f, 4q) *e.g. utilizing reading materials with vocabulary, settings, characters, etc. that are appropriate for learners*

3 ____ Candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. (4g) *e.g. text-to-speech readers, student-centered materials- instructional resources can be used for tutorials, problem solving, discovery, and review*

3 ____ Candidate creates opportunities for students to learn, practice, and master academic language in their content. (4h, 4l) *e.g. help students translate from academic to social language (and back), repeated encounters with a word in various authentic contexts to help students internalize the definition, preview the text or topic and identify vocabulary or sentence structures that might be new for the students, use visuals, acting, translation or synonyms to relay the meaning of the word to the students, reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence.*

3 ____ Candidate accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language. (4i) *e.g. English as a Second Language (ESL) instruction and acculturation activities offered through Hawaii State Dept of Ed.*

Commendations

Planning for instruction is extremely thorough and organized. The materials use lots of graphic organizers, fill-ins and outlines process of essay writing in a way that breaks down each step clearly with age appropriate language.

You and co-teacher both offer instructions and clarification that supports the auditory learners as well.

Students in need of additional support are targeted during independent work session by both co-teachers.

Side note: the Sponge Bob meme drafting his essay is hilarious and cute!

The one teach one support model works very well in this lesson. Co-teacher is checking in with students who are struggling or raising hand, addressing misconception or offering clarification and defining expectations step-by-step: write the survival factor you chose at the top....quote from the text (evidence).

Add variation in your transitions, they're both the same, what would make it really good is to change the sentences, "The first survival....the second survival..."

Recommendation

Consider how to keep the co-teaching fresh and interesting for you and your co-teacher. One teach one assist is not everyone's ideal model.

Can you parallel teach? (Candidate shares she does sometimes offer pull out session for her students identified with SPED to work outside with her where it's quieter or they can get more individualized attention)

Can you opt to take the lead for a particular unit and then swap out in future years to make the curriculum less mundane? Change texts.

One student in middle of room is "blending" by looking at her paper, but not doing the assignment, perhaps needs clarification, but doesn't ask, or needs a nudge. Be sure to do a row by row check in of all students, esp. targeted ones who you already know will need extra support BUT also those who are slipping by unnoticed.

Secondary IEPs include a transition plan and school care coordinator should begin to consider COPS or other career inventory assessment to see what their post-secondary interests might be. As care coordinator, you'll want to be sure to identify assessment tools and modify goals/objectives to gear towards the transition plan for each student.

Questions or Comments

Grade level (6) creates curriculum and how do you determine what to use?

Candidate: we use our data to look at what worked well, what we should modify and then change as a team

Who are the students on "Ms. Fettig's roster" --are you discerning clearly between self-advocating vs. dependency

IS co-teacher always playing the role of "assist"

Candidate: Noooo, he is definitely taking a back seat because I'm being observed. I'm very lucky to have him as a co-teacher because he's been teaching for 15 years and it's definitely more 50/50 when you're not here. Also, when there's something he knows my kids will struggle with, he takes the lead and I work with them separately. My kids know they are on my roster, but I don't think the other [gen ed] kids do.