

3.3b

Instructional Materials, and Technologies

RIPTS 5,6,8

Ineffective

Developing

Effective

Highly Effective

Projects, activities and assignments lack challenge, are inappropriate, or do not cognitively engage students.

Projects, activities and assignments are inconsistent in challenging and cognitively engaging students.

Projects, activities and assignments are appropriately challenging for all students, require 21st century skills, and cognitively engage students.

Projects, activities, and assignments are appropriately challenging for all students, require 21st century skills, and cognitively engage student in complex learning.

Instructional materials and technologies are inappropriate for the instructional purpose.

Instructional materials and technologies are partially appropriate for the instructional purpose.

Instructional materials and technologies are appropriate to the instructional purpose, and are differentiated as appropriate.

Instructional materials and technologies are appropriate to the instructional purpose, and are differentiated as appropriate.

Students initiate the choice, adaptation, or creation of materials to enhance their learning and build understanding.

3.4. Using assessment in instruction

- Assessment Criteria
- Monitoring student learning
- Providing Feedback

T - okay I want everyone to look at the rubrics while you practice and make sure you have everything you need

T - I will come around and listen to your rehearsal and help you

2 SS practice in front of the teacher

T - excellent that would be a 5

S - can you go over ours quick?

T - sure, I will listen

SS rehearse

T - Adomani and when he says ciao to you, you say it back okay?

T - that would be a 5

SS perform their skits in front of group while the rest of class rates them

T - what did you think?

S - body language was good

T - what about pronunciation and vocab?

S - they did extra words, I think they did well

T - Jacob and Aedin you are next, who is scoring them?

S - we are

T - okay everyone listen

T - what did you think?

S - they had good pronunciation, and they were a little quiet

S - I thought everything was good except their projection

T - Hannah and Nathan are next, and who is scoring them?

T - everybody face front

T - what did you think?

S - they hit all their points, everything was good. I think they hit all of the areas and they had superb projection

S - their vocab usage was great, I gave them a perfect score

T - okay who is next

2 SS come up and present

S - they did everything well and I gave them a perfect score

S - they used all of the vocab they spoke pretty loudly

Next group comes up and present

S - they did everything that they were supposed to do. I thought projection could have been a little louder

T - do you know why I asked them to sit back here?

S - because the people who were up front it was easier to hear and if they sit back here they will hear what you here

T picks name from the name cup

S reads what they wrote on the exit slip

S - I chose the third one just because it goes hand in hand with our vocabulary

S - I think it was connected to all of the objectives because...

Elements

3.4a

Assessment Criteria

RIPTS 5, 6, 9

3.4b

Monitoring Student Learning

RIPTS 5, 6, 9

3.4.c

Providing Feedback to Students

RIPTS 5, 6, 9

Ineffective

Developing

Effective

Highly Effective

Educator does not convey the criteria by which students' work will be evaluated.

Educator inconsistently conveys the criteria by which student's work will be evaluated.

Educator clearly conveys the criteria by which students' work will be evaluated including providing exemplars to guide student achievement.

Educator clearly conveys the criteria by which students' work will be evaluated and students have contributed to the development of the criteria and/or creation of exemplars to guide student achievement.

Educator does not monitor student learning.

Educator uses formative assessment strategies to monitor student learning for the class as a whole.

Educator uses formative assessment strategies to monitor student learning and uncover misunderstandings for groups of students within the class.

Educator uses formative assessment strategies, including self and/or peer-assessments to monitor student learning and uncover misunderstandings for individual students.

Educator's feedback to students is limited, infrequent and/or irrelevant, resulting in no advancement in learning.

Educator's feedback to students is general and/or infrequent resulting in minimal advancement in learning.

Educator's feedback to students is, timely, frequent, and specific, providing individual students with specific direction and information to help advance learning.

Educator's feedback to students is timely, frequent, and specific, providing individual students with direction and information to help advance learning. Students make use of the feedback in revising and improving their work.

Date of Informal
Observation 1 :

Informal Observation 1
Start Time:

Informal Observation 1 End
Time:

Raw Evidence Informal 1:

Date of Informal
Observation 2 :

Informal Observation 2
Start Time:

Informal Observation 2 End
Time:

Raw Evidence Informal 2:

2.1 Creating an Environment of Respect and Rapport:

- a. Teacher interaction with students
- b. Students interactions with one another

J. Lancellotta

informal observation Jan. 24, 2019

1:45-2:15 Deering MS

Exploratory Italian

room 11

2.1a

t talking with student

s ask t 2 qts and t answers

t>c ok kids

t talks to s and answers qts

t> group presenting class listen, group nice and loud

t>c let's address 1st qt on board

t>c all right

t >c 1 more

t>c ok Emily

t>c anyone?

s>t says no paper

t says did it from memory

t calls on Derrick

s>t says without

t>c remember no talking i'm ready

t>fs I couldn't hear that well

t>c 1 more ... give Jason credit for memory

t>group try to do it we have 3 mins left

t says Rachel and Nathan
t>c saved by bell
t>c we will do it tomorrow
t>ss u in first row were close
t>c listen up

2.1b

2 ss in front of class act say and act out commands
s gives command and other student does what is commanded
s>s rispondi alla domanda
s>s answer the qt
all groups discussing previous presentation
ms answers other s with pointer
ms says accendi il computer
ms says arrivederci
s passes paper to s
s>s gives commands ...accendi il computer
s>s arrivederci
s>s ciao

J. Lancellotta Informal Observation #2

Wed. 2/27/19

Exploratory Spanish

room 11B 12:53-1:25

2.1a

t walks through room and observes each group
t discusses point with 3 student fs
t discusses point with 3 sf group
t speaks with f student
fs raises hand can and asks can i get tissue?
t goes to 3 student m group while s reads his summary to others
t>s what is title of article?
fs1 to t and fs2 asks without notes?
t>?fs and she answers
t>c we are missing 1 person in this group
t>c need a few more minutes?
s at board asks one on each? t answers
fs >t asks can i do another one? t >fs you can do another
s>t asks can i finish?
t>c you can go back to seat
ms? wheres my paper? t>ms maybe u left it on my desk
t>c asks anyone want to draw?
t>c asks did anyone ask a qt in her group from her article?
Sebastian asks why close at 12?
t>c reads line from board asks who did u present to?
t>alana's group: anyone help her out in group?
ethan says a little
ethan?
t>danny asks can u read it? t says I can't read it

J. Lancellotta Informal Observation #2

Wed. 2/27/19
Exploratory Spanish
room 11B 12:53-1:25

2.1b

1 student in each group talks to others
2 student group 2nd student talks to other student
3 student m group: m student talks to 2 others
3 student f group: new f student talks to 2 others
3 group fs new student talks s tells s say it in Spanish
2 student group s both discussing topic
cabinet group: m and f students listening to explanation

2.2 Establishing a Culture for Learning:

- a. Importance of the content
- b. Expectations for learning and achievement

2.3 Managing Classroom Procedures:

- a. Management of instructional groups
- b. Management of transitions
- c. Management of materials and supplies

2.3a

t shakes cup with names and pulls out name
t>c let me call on ...

2.3b

t>c next group
t>c next group
2 fss group
announcements on intercom
t>c one more group
t says we have time 3 minutes ur up

J. Lancellotta Informal Observation #2

Wed. 2/27/19
Exploratory Spanish
room 11B 12:53-1:25

2.3a

classroom is organized into 3 different groups: 2 groups of 3 students and 1 of 2 students (jigsaw)
every s observed has small colored circle of paper with letter on it with group task to complete and share
fs enters classroom and joins cabinet group to form group of 3
t>c form new groups: as to as, bs to bs, and cs to cs go to different groups
t> passes out colored paper to students in each group with task to complete and share

2.4 Managing Student Behavior :

a. Behavioral Expectations

b. Responding to student behavior

2.4a

t>c remember no talking i'm ready

t>c ok kids settle down now nice and loud

2.4b

t>c ragazzi per favore, ragazzi shhh

t>c mike, stop talking

3.1 Communicating with Students:

a. Expectations for learning

b. Directions and procedures

c. Explanations of content

3.1b

t>c i just want to point out something before we start

t>c i want to point out a problem from period 6

t>c ss said vai alla porta, vai al bagno, vai alla lavagna, vai alla finestra

t>c repeats again it's a problem i want to clear up before we start

t> group presenting class listen, group nice and loud

t>c discuss it in groups and then we will talk about it for 30-40 seconds

t>c take 30-40 seconds to discuss this qt

2 male ss present

ms writes on board

t>c take 30 seconds and address 1st qt on board, talk with your partner

t says u can leave it up there

ms and fs go to front

J. Lancellotta Informal Observation #2

Wed. 2/27/19

Exploratory Spanish

room 11B 12:53-1:25

3.1b

t>c form new groups: as to as, bs to bs, and cs to cs go to different groups

t>c ask a qt about article

t>c paraphrase article to people in group

t>window group: after ur done paraphrasing write summary sentence on board

t>back group: go up and write summary sentence on board sheets

6 students writing on sheets

ss writes complete sentences (complex/long) on board

board topic papers: deportes/manners and customs/family life/leisure time

t>cabinet group take 2 more minutes...

cabinet group goes up to board

t>cabinet group just jot down 1, try to be brief on family life and leisure time

t>c 1 more minute kids

t>c let's start with family life and leisure

t>fs draw...me

t>fs come up and read them

fs passes sticks to next student

t pass sticks to mattie, mattie draw someone: autumn
s passes sticks to ethan
s choses stick w/ alana is chosen
t>c pass sticks
t pass sticks to Sebastian

3.1c

6 students (3 from window and 3 from back group) at board consulting with each other about what to write on board papers
cabinet group: seated ms explains to 2 fs
cabinet group: seated fs explains to ms and fs
ss at board consulting with each other, other students writing complete sentences on board with summaries
cabinet group goes to board and writes statements
t>c you can go back to seat
fs goes to board and reads statement aloud to class

3.2 Using Questioning and Discussion Techniques:

- a. Quality of questions
- b. Delivery techniques
- c. Discussion techniques

3.2a

t>c what's the problem?
t>c how many commands were used?
s>s che cos'e?
s>s che cos'e?
s> che cos'e?
s>s che cos'e?
s>s prendi ...?
s>s che cos e?
s>s che cos e?
t>c what did they do poorly and well?
t>s what did they do well and poorly?
t>s what did ...?
t>c what advice would you give them to improve? take 30-40 seconds to discuss
t>c what advice would u give?
t>Fabian how would they improve?
t>c how does this skit compare to the last skit from the last chapter?
t what does that mean Emily?
t>c what didn't they use last time?
t>c any advice?
t>group with or without notes?
ms>ms che cose?
ms asks che cose?
t>c ok brianna what did they do well?
t>ms could u hear them?
t>ms what advice would you give?
t>c how does it compare to previous presentations?
t>s why?

t >group with or without notes?
s>s asks cose?
s>s rispondi alla domanda: come stai?
s>s cose e?
s>s asks cose?
t>c alexa any + or -?
t>stef, pos or neg?
fs asks qt
t>fs 1 neg?
t>luciano any advice? word ciao
t>ms come stai? how answer? answer cosi cosi
t>c whos next?

3.2b

t>c how many commands were used?
s>s/c riga
s>s/c finestra
s>s/c cestino
s>s/c lavagna

3.2c

s>s/c dillo in inglese ripeti
s>s/c repeat
s>s vai alla lavagna
s>s responds and points out object
s>s s points out
s>s responds ciao
t>c discuss it in groups and then we will talk about it for 30-40 seconds
all groups discussing previous presentation
s says really clear, said commands
t>s they spoke loudly and clear
group said they spoke clear
group said they did good pronouncing, finished quickly
t>c what advice would you give them to improve? take 30-40 seconds to discuss
all student groups discussing qt as teacher walks around class
fs says study more so they can do it by memory
t>Rachel says speak up, study more and do from memory
s says study more
Emily says it flowed better
Emily says partners bounced back off each other better
t says did it from memory
Derrick says everyone more fluent because they have been doing Italian a while
ms says they were more confident
ms answers gives commands: apri il libro, chiudi il libro
all groups discussing qt
ss talking group to group and 2 talking groups with other groups
fs they memorized it poorly
fs quite soft
s responds using notes
s responds using notes
s responds to qt

t>c take 30 seconds and address 1st question on board
many groups discussing within group and among groups
fs responds

J. Lancellotta Informal Observation #2
Wed. 2/27/19
Exploratory Spanish
room 11B 12:53-1:25

3.2a

t > s can u summerize it without reading? try it in your group
t>2f group t>s can u summarize article in ur own words?
t>s compare it to America fs2 gives answer to question
back group ms asks qt to fs
window group: fs asks qt and ms answers
t>c asks how is it different from American? t>fs how is it different?
t>c asks why do you think they do it?
t>c why do they take 2 hour break in middle of day?
t>Valerie asks what article did you have?
t>s regarding article what about personal space?
t>c asks anyone want to speak to that? what did it said about personal space?
t>fs asks how does it compare to us?
t>ethan tell me about her presentation
t>ethan asks what do they do?
t>c which?
t>group what does that mean add 12 hours? what are they referring to? military time what is it?
t>ethan asks are you familiar?

3.2c

2 student group 2nd student talks to other student
3 student m group: m student talks to 2 others
3 student f group: new f student talks to 2 others
2 student group s both discussing topic
t > s can u summerize it without reading? try it in your group
t>2f group t>s can u summarize article in ur own words?
fs2 gives a summary
t>s compare it to America fs2 gives answer to question
back group: student in each group gives article summary to other group members
ms1 summarizes, fs asks qt and ms explains
window group: fs explains to m and f group members
cabinet group: fs summarizes to ms
window group: ms explains to other group members
back group: fs explains to other 2 in group
cabinet group: ms explains to fs
cabinet group: ms explains to fs
back group: fs2 explains to other 2 group members
t>cabinet group: remember what article is about? talk about it
cabinet group: new f student explains her article to ms and fs
fs says not enough time with family
fs only time to be together
t Spanish kiss on cheek for greeting
Valerie explains to t how greeting America
fs answers t

autumn discusses fam life and leisure
ethan>c people got out early at noon
ethan>c we don't get out at noon
ethan>c they don't do afterschool activities
s answers sports clubs
t>c it's up to students and parents
t>alana talk about their time
alana discusses it w/c
fs from group answers
fs answers
t>c spanish speaking countries use military time unlike us
ms chooses ethan then talk about sports
ethan explains jai alai
ms discusses manners and customs

3.3 Engaging Students in Learning:

- a. Projects, activities and assignments
- b. Instructional materials and technologies

J. Lancellotta Informal Observation #2
Wed. 2/27/19
Exploratory Spanish
room 11B 12:53-1:25

3.3b
every s observed has small colored circle of paper with letter on it

3.4 Using Assessment in Instruction:

- a. Assessment criteria
- b. Monitoring of student learning
- c. Providing feedback to students

3.4a
t>ms think about criteria we had discussed: projection, body language, memory
s says pronunciation
t>c last category language usage, language used in skit

3.4b
s answers one, same command form
t walks through the room monitoring students
t walks thru classroom and monitors students
ms says superb... next time do it from memory
teacher walks thru classroom
Jacob says memory impressive only did poorly
aidan says quiet soft
ms>group speak louder
ms it was better
s the pronunciation was better
s says they did pretty well, little louder

J. Lancellotta Informal Observation #2
Wed. 2/27/19
Exploratory Spanish
room 11B 12:53-1:25

3.4b

t>2f group t>s can u summarize article in ur own words?

3.4c

t discusses point with 3 student fs

t discusses point with 3 sf group

t speaks with f student

t>s what is title of article?

t>fs that's a good summary but try not to read it

t walks through class and monitors each group

<u>Effective Ratings</u>	*Ineffective	Developing	Effective	Highly Effective	N/A
Standard 2: The Classroom Environment					
2.1: Creating an Environment of Respect and Rapport					
2.1.a Teacher Interaction with Students				X	
2.1.b Student Interactions with One Another				X	
2.2: Establishing a Culture for Learning					
2.2.a Importance of the Content				X	
2.2.b Expectations for Learning and Achievement				X	
2.3: Managing Classroom Procedures					
2.3.a Management of Instructional Groups				X	
2.3.b Management of Transitions				X	
2.3.c Management of Materials and Supplies				X	
2.4: Managing Student Behavior					
2.4.a Behavioral Expectations				X	
2.4.b Responding to Student Misbehavior				X	
Standard 3: Instruction					
3.1: Communicating With Students					
3.1.a Expectations for Learning			X		
3.1.b Directions and Procedures				X	
3.1.c Explanation of Content				X	
3.2: Using Questioning and Discussion Techniques					
3.2.a Quality of Questions				X	
3.2.b Delivery Techniques				X	
3.2.c Discussion Techniques				X	
3.3: Engaging Student in Learning					
3.3.a Projects, Activities and Assignments				X	
3.3.b Instructional Materials, and Technologies			X		
3.4: Using Assessment in Instruction					
3.4.a Assessment Criteria				X	
3.4.b Monitoring Student Learning				X	
3.4.c Providing Feedback to Students				X	

----- Forwarded message -----

From:

John D. Lancellotta <jlancellotta@westwarwickpublicschools.com>

Date:

Fri, Feb 8, 2019 at 11:04 AM

Subject: WWTA Membership

To: Sean Doyle

<sdoyle@westwarwickpublicschools.com>

Hello Sean,

I had a few questions about WWTA membership that I have been meaning to ask you, but I've been so busy this year with daily teaching tasks that I haven't had time to getting around to it.

1. Is membership mandatory?
2. If membership isn't mandatory, what is the process for resigning my membership?
3. If I choose to rejoin in the future, will I be excluded from membership?
4. If I resign my membership, are my dues paid up until this year refundable?

Thank you,

John Lancellotta (DMS)