

## Reflective Practice

*A reflective statement in response to various forms of feedback:*

Kaleigh R. Mangiarelli

November 4, 2017

Seminar & Practicum

Journal Entry #4

Over the past few weeks I have worked hard to implement the feedback given to me by my supervising practitioner and my program supervisor. Additionally, a goal of mine for this year, within the Expressive Language program here at Landmark, was to use more manipulatives in class, especially around grammar. Luckily, I am also taking RDG-410 right now (Multisensory Structured Language Strategies for Teaching Reading), which has been such a helpful class for this goal. In this class, I am not only learning different strategies, but I am actually making manipulatives I can use in my 1:1 tutorials. These manipulatives/games then give me the idea to create a larger class version that applies to the grammar and content of my Language Arts Classes.

I've realized that although creating these manipulatives takes time-- usually an entire prep period just to create one, they go a long way. Not only do they save time in the long run (students grasp the concept much sooner than if we did worksheets), but they are games I can reuse from year to year, as long as I am teaching. I can just adjust them if I change the thematic unit. My students enjoy the games so much, and even advocated to use them as a study tool before our most recent quiz on the different types of adjectives. Success!

To speak on the diverse needs of my classroom, I would like to speak to one class in particular. In my seventh period Language Arts class, I have a student who has a severe deficit when it comes to fine motor skills. Handwriting is something that students have struggled with in my classes before, but never to the level of this student. Due to an accident that occurred when she was a small child, her movements are very slow, whether that is what she is doing with her hands, or her speech itself. Luckily, my class is only three girls, all of whom live in the same dorm, and they are very sensitive to each other's needs. This student also happens to be an incredible advocate for herself and her needs.

The reason I am bringing this up is because this is a need I have not had to cater to as intently in my time teaching at Landmark thus far. That being said, I have had to adjust anything that would normally use hand-writing, whether that is a worksheet, guided notes, a quiz/test, or even just writing on the board. Packets have been easy-- I just create a hardcopy version that has lines for students to write on, and I create a typing-copy that has boxes for students to type into. I can even ask students which they prefer, so as to avoid singling out this one student.

This week, my students had a big quiz on the different types of adjectives. I realized once I was done writing the quiz that it asked for a lot of writing by hand. I asked my student in a 1:1 meeting whether she would prefer to type into a quiz sitting next to me, or if she'd prefer to tell me her answers while I wrote them down. As expected, she preferred to type. I created a typing-version of the quiz, and just asked her to sit next to me while she took it so I could see her monitor the whole time. While she was still the last student to complete the quiz, she spent much less time on it than when I had asked her to write by hand in the beginning of the year, a point when I did not understand her fine-motor deficit. This made her so happy, and this made me feel good as a teacher, realizing that with just a little extra time, I could meet the needs of each student. (Side-note: She got a 98% on the quiz!)

In the past two weeks, I have realized an area in which I need support. I have a class that becomes very easily distracted in side conversations. (It is my largest class, and my only co-ed class). My teaching style and persona is a very relaxed one, but one that my students respect due to the rapport I have built with them. However, this class can become so distracted, and this behavior calls for my tone to be much more stern than I am accustomed to. One student in this class in particular is very outspoken about his beliefs, ones that often offend others in the class due to his religious beliefs. I struggle to "correct" him, because his statements are all due to his strict religious upbringing.

While the class is pretty good about deflating the conversation and moving on when I redirect them (with this new, stern voice I am finding), I recognize that this student has some social-communication issues, and it is his first year not taking an oral expression class. To find the support I needed, I met with my department head and his previous oral expression/social communication teacher, someone he worked very well with. This student requires very direct feedback on his oral expression and tone. While for many students I could softly redirect them, this student requires a very direct "XXXXX, when you say that it makes others feel uncomfortable because we don't all share your beliefs," or "XXXXX. that's enough talking for today."

This is a work in progress for me, because it is something I have never experienced in my teaching career thus far. I will continue to update my department head and seek feedback from my colleague as well. If the problem persists, I am going to have this oral expression teacher come in to observe my class, as a way to be able to give me more specific and direct feedback. I have realized through this practicum experience so far that being observed by teachers who know the students is extremely helpful because they may have already developed strategies for working with that student.

Teaching itself is a constant work in progress. While I can continue to find new successes, I recognize that I will always find areas to improve, no matter how long I've been at it.

## **1.a: Written feedback from the supervising practitioner:**

Focus for Announced Obs: 1-B-2:Adjustments to Practice  
2-A-3: Meeting Diverse Needs

Student: Kaleigh Mangiarelli

Observation Date: 11/30/17

PS/SP: JCohen, KAnastasia

Location: 203

Circle Type of Observation: Announced / Unannounced

### Lesson Observed:

-**Warm-up-** Fill in the blanks w/ coordinating conjunctions.....names in the sentences...w/ sticky notes or fill in ....then they read their “own” sentences. (personal connections are strong and the students responded very well)

-**Next** laminated clauses and co-ordinating conjunctions....worked as a class to combine these, while KM wrote Objective on the board and set up for the next step.  
(FANBOYS) (never, nor sentence...Josie=“If i ever have to use nor, I’ll definitely use that one”) KM-“Could you switch any from the left to the right?” (This was a great mash-up!) (our suggestion was to break up into pairs after reviewing directions)

-**Next**, privilege lesson.....”who can tell me what privilege is?” Caitlin= “ability to have rights” Josie-“white people have more privilege than people of color.”

-Each got a word on notecard.....5 minutes to write down anything that comes to mind when they think of privilege (played classical music in background). The words were: religion, sexuality, race, gender, wealth, ability.....KM realized that maybe they didn’t need all 5 minutes, so KM asked them if they were okay to stop early- (good adjustment)

-Summary of the video they watched yesterday.....\$100 race.....by the end of the questioning mostly white people were at the front of the line....KM-what were the facial expressions of the people and the girls answered things like.....those in the back looked

embarrassed and were taking it very seriously. Those in the front, the mostly white guys, were joking and smiling.

-KM went around room and asked kids to share thoughts they wrote on card and she questioned them to expand their thinking ....RELIGION: words on money-In God We Trust, how we celebrate Christmas, etc. GENDER: men get paid more, some women can't vote or drive in other countries, SEXUALITY: straight males- have more power or get more respect, if you're gay, bisexual, trans-won't get the same respect RACE: Ellie mixed up directions and KM connected it anyway, to encourage and support her. WEALTH: combined those two to expand the discussion....so then Ellie figured out how to address RACE and wanted to share her ideas....shows the comfort they feel in the class..KM asked, "why does this happen?" Julie brought up stereotyping.

"Why do people of color have less privilege based on the past?" Caitlin talked about slavery and going back generations....and there's still a connection. KM weaved the questions to bring in race and education and wealth.

KM -"How are you feeling about it right now? A better understanding?"

-KM let them know that at the end of the class they'll have to write a compound sentence about privilege using the info on their card.

**-Next** they did a compound sentence review sheet

-KM reviewed the "definitions" for each FANBOYS and especially the more challenging ones like yet, nor and for, then the students filled in sentences. KM walked around the room to check on finished worksheets.

**-Next**, KM gave specific directions for the homework, which was a sheet that was on the document they were just using. It was a good follow-up for them and fairly easy to complete for most of them.

**-Final task**, they were to write a compound sentence using their notecard from the earlier lesson. They got confused and KM stopped everyone to go over independent clauses and reminded them that both halves have to be able to stand alone. They were

then asked to each write of their sentences on the board. Then they were asked to look at someone else's sentence and find the conjunctions and circle it.

-With just a few minutes to go they were allowed to start their homework. Most of them were able to finish the assignment.

Strengths / Recommendations / Additional Comments:

Positive: KM has such a strong connection to the students and they are so comfortable that they easily offer their ideas and take her suggestions to help them expand on their thinking. She varied her approach to show that she understood their learning style and made them feel positive.

Then, with 4 minutes left they were able to start their conjunction homework packet that's due tomorrow.

Needs to/Suggestions: continue working on the FANBOYS that are especially tricky ones....nor, yet and so

For that final exercise, I would have had them read their sentence aloud first before writing it on the board. Some of them "hear" it better to help them make any corrections.

Also, break up the manipulative exercise by having them work in pairs, then come back together as a group to do the last part where they flip the clauses or even change the conjunction used in each sentence.

## 1.c: Self Reflection Form

### Model Observation Protocol: Candidate Self-Reflection Form

**Directions:** Following an announced or an unannounced observation, please use the form below to reflect on the lesson. Submit the form to your Supervising Practitioner/Program Supervisor within 24 hours of the observation.

Observation Details							
Date:	October 3, 2017			Time (start/end):		11:00 - 12:00	
Content Topic/ Lesson Objective:		Content Topic: Resilience Lesson Objective: Students will be able to identify and use the four different types of nouns: common, proper, collective, and abstract.					
Type of Observation:				Observed by:			
<input checked="" type="checkbox"/>	Announced	<input type="checkbox"/>	Unannounced	<input checked="" type="checkbox"/>	Supervising Practitioner	<input checked="" type="checkbox"/>	Program Supervisor

**Reflection Prompt:** *What do you think went particularly well? How did this strength impact your students' learning?*

**Structure:** I think I paced this lesson accurately and appropriately. Students had enough time to process for each activity on the agenda, but we still moved quickly enough that students remained engaged throughout the class. I also included both stationary and kinesthetic activities to keep students interested.

**High Standards:** My students work hard to participate in this class, even if they are unsure of their answers. I also collect their work at the end of the period as a form of assessment.

**Safe Learning Environment:** My students feel comfortable in the classroom - they ask me questions whenever they do not understand something fully, and ask for clarification where needed.

**Reflection Prompt:** *If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students' learning?*

For the card sort, this might have worked differently if they had columns to place the cards in (one for each type of noun). Although I liked that they had to "figure it out," therefore, practicing discovery learning, it might have been nice to have columns/categories for them to place the words into.

Essential Element	Evidence: Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the Quality, Consistency or Scope of each element.
1.A.4: Well-Structured Lessons	Pacing - we fit in everything on the agenda within the time frames I originally planned for.
1.B.2: Adjustments to Practice	I added in the nouns/adjectives Go-Fish game after class yesterday because I realized it was something many students were getting confused with.
2.A.3: Meeting Diverse Needs	For the nouns packet, students had the option to either type or write by hand. Additionally, the class was a mixture of stationary work and engaging activities.
2.B.1: Safe Learning Environment	I have developed a good rapport with my students over the past month, so they feel comfortable with me and with each other. They ask clarifying questions during class, and advocate for extra help if needed.

2.D.2: High Expectations	Asking students to answer questions orally throughout the class holds them to the expectation that they are following along and participating. I make sure to ask <i>every</i> student in the class to answer a question or read directions multiple times throughout the class.
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## 1.e: from viewing my video:

Kaleigh Mangiarelli  
 Seminar & Practicum  
 Video Lesson Refection

Date of Recording:	November 29, 2017
Topic of Lesson:	Privilege
Length of Recording:	47:22

- Curriculum Frameworks Addressed
  - **Grade Level:** 9-10 **Subject:** Language Arts
  - **Strand:** Speaking and Listening **Standard:** SL.9-10.1
  - *Comprehension and Collaboration:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- How you began the lesson in an engaging manner
  - The lesson started with students writing on the board, which gets them up out of their seats, ready for an active/engaging class.
- An agenda was posted and referred to, and the steps that were to occur in the lesson were explicitly identified.
  - **Agenda:**
    - Warm-Up: Fill in the blanks with sticky-note conjunctions
    - Clause Activity
    - Discussion on Privilege
    - Conjunction Packet #2
    - Exit Ticket: Write your own compound sentence using your conjunction sticky-note
    - **Homework:** Last page of Conjunction Packet #2
- Specialized instruction that was employed to help achieve the goals of the lesson for learners on IEPs
  - Caitlin will use [coordinating conjunctions] in a grammatically correct, self-generated sentence with 80% accuracy on 4/5 occasions.
  - Elizabeth will employ editing strategies with and without teacher prompting such as

- reading [answers] aloud.
- o Whenever we do a worksheet or a packet, I try to include areas for them to self-generate sentences that incorporate the skill we are learning. This way, I can see if they can apply the skill, and they can practice their editing.
- Strategies that were employed to improve behavior of the class. Strategies that were employed to maintain the flow of instruction:
  - o The structure of my lessons remains very consistent, and within that structure I try to mix in both stationary and standing activities, as well as collaborative and independent activities. Keeping the structure of my lesson consistent but also fast-paced between standing and sitting activities helps keep the students focused, and help them remain actively engaged in the lesson.
- What part(s) of the lesson might you do in a different (same) manner?
  - o I would switch up the order of this lesson a little bit next time-- in fact I did switch it up when I taught it again later in the day. I would have the students complete page 1 of the conjunctions packet after the warm-up and manipulative, since it is all connected. This would also leave more time in the class period to have the discussion on privilege.
- What do you feel went especially well? On what do you base that?
  - o I thought the discussion on privilege went very well. Based on feedback from my department head in an earlier observation, I gave the students time to write down their thoughts before we came together to have a collaborative discussion. With their notecard, students were able to write down their thoughts so as not to forget anything, but also put them in an organized list so it was easy to refer to as they were speaking.
- When you reviewed the recording, what surprised you most about your instruction/teaching style, or presentation?
  - o I did not feel surprised at all by watching the video. I think that I am very confident in the way I teach, as well as to accepting and trying the feedback/suggestions given to me by my supervising practitioner and program supervisor. I didn't see anything unexpected or that I didn't see when I was actually teaching.

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### 3: Peer observation and reflective statement on what was observed (observed by Katie Worden, Expressive Language Program Director)

#### Expressive Language Program Classroom Observation

<b>Class:</b> Language Arts	<b>Teacher:</b> Kaleigh Mangiarelli
<b>Date:</b> 11/28/17	<b>Supervisor:</b> Katie Worden
<b>Time:</b> 12:01 - 12:47 PM	<b>Location:</b> A203

<b>Strengths:</b> <ul style="list-style-type: none"><li>• creating original materials that clearly address diagnostic skills within the structure of a thematic unit</li><li>• incorporating videos and multiple modalities</li><li>• facilitating student-driven discussions</li></ul>	<b>Suggestions:</b> <ul style="list-style-type: none"><li>• record any verbal tips/hints on the board and encourage students to edit/adapt their own notes</li></ul>
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#### LBLD Classroom Foundations:

- |  |  |
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| <ul style="list-style-type: none"><li>✓ agenda on board &amp; referenced</li><li>✓ relevant visuals on walls</li><li>✓ purposeful seating arrangement</li><li>✓ directions: oral and written, repeated, reverbalized by students</li><li>✓ various cueing techniques</li><li>✓ repetition of material</li><li>✓ appropriate pace</li></ul> | <ul style="list-style-type: none"><li>❑ study/organizational skills</li><li>✓ effective behavior management</li><li>✓ clear class expectations</li><li>✓ homework: written on board, time to start in class</li><li>✓ appropriate skills addressed</li><li>✓ necessary materials</li><li>✓ form of assessment (informally through the warm-up)</li></ul> |
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#### Landmark's Teaching Principles:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>✓ Provide opportunities for success</li></ul> | <ul style="list-style-type: none"><li>✓ Ensure automatization through practice and review</li></ul> |
|---|---|

- ✓ Use multiple modalities
- ✓ Provide models
- ✓ Micro-unit and structure tasks
- ✓ Include students in the learning process

**Students:**

1. Dante V-F
2. John M
3. Sophia H
4. Morgan J
5. Anna J
6. Lydia J
7. Joseph M
8. Isaiah C

Class Exercise:	Feedback:
Warm-up: N/V/A	<p>Kaleigh projected the warm-up: students had to label the underlined words in three sentences as N (noun), V (verb), or (A) adjective. Each student went to the board to label two words, then they reviewed them as a group.</p> <p>Isaiah correctly identified verb phrase and linking verbs - nice! Dante said he wasn't feeling 100% in class, but he was able to participate when called upon. After the review, Kaleigh checked in with students to discuss their comfort level and informed them these parts of speech would be on the midterm.</p> <p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>• Well-structured warm-up to review previously learned skills.</li> <li>• You called on students individually to participate in a predictable round-robin format, ensuring equal opportunity to demonstrate knowledge.</li> </ul>
Conjunction Junction: Worksheet pages 1-2	<p>Kaleigh projected Schoolhouse Rock's "Conjunction Junction" with closed captioning on. When the video was over, Kaleigh offered either hard copies or digital versions on Google Classroom. When Anna and Morgan were whispering, Kaleigh asked if they were whispering about conjunctions - great way to gently nip that behavior in the bud!</p> <p>Students had some difficulty connecting to the wi-fi, so Kaleigh took the opportunity to review concepts from the video and worksheet: <i>What were the man's three favorite conjunctions? What word do "for, and, nor, but, or, yet, so" make up?</i></p> <p>Students had their laptops open to the worksheet, and Kaleigh projected it on the board. She then asked students to read aloud from the worksheet. She reviewed the term "independent" in the context of independent clauses. Then, she provided the rationale/application: <i>How many of you get comments from me on your papers to combine two sentences?</i></p>

	<p>The worksheet included an exercise to draw a line connecting a conjunction to its use (ex: and → additive). She then walked students through creating compound sentences for each coordinating conjunction, giving additional help for “for” and “nor.”</p> <p><b>Comments/Suggestions</b></p> <ul style="list-style-type: none"> <li>Pairing the closed captioning to all videos is a great example of universal design. I know you started doing this for a student in another class, but all students can benefit from it (even when it is not always accurate).</li> <li>When you give students helpful tips (ex: <b>for</b> is another way to say <b>because</b>), try to pair your verbal info with a visual. Write the hint on the board and encourage students to edit or annotate their worksheets.</li> <li>You did a nice job of tapping into receptive language strengths with the line drawing. You could also do this with conjunctions in context. For <b>for</b> and <b>nor</b>, students would likely benefit from seeing or identifying these words in sentences before creating their own.</li> <li>Smart idea to tie in the FANBOYS exercise to the comments you give on their papers! Connecting a worksheet to a larger purpose (to improve the quality of their essays) helps students see that they are not just doing “busy work.”</li> <li>You do an excellent job of using multi-modal instruction to keep all students engaged, even when dealing with grammar, not always a fun topic! I also love that you always give students the option of paper or digital.</li> </ul>
Video: Explaining Privilege	<p>Kaleigh verbally prompted students to shut their laptops so that they could watch a video projected on the board. Isaiah noted that his mother had shown him this video a few days ago. Kaleigh asked for initial reactions:</p> <p>Anna - I felt bad for the people in the back.      Isaiah - People in the back needed more drive      Dante - Some people have a head start in life, based on where they live, their privilege (with prompting)</p> <p>Kaleigh provided prompting questions: <i>Where does privilege come from? Think of the words from your free write.</i></p> <p>Kaleigh asked students to reflect on their free-write from yesterday, based on the video they watched. Questions included: “Has your idea of privilege changed? What would you add or take away from your free write 6?”</p> <p>Isaiah made some connections to his personal life. They were appropriate although he sometimes needed some teacher prompting to better articulate his thoughts. At times, his teacher and peers challenged his ideas/wording (ex: privilege can be based on your parents’ <b>decisions</b>). In this observation, he seemed to take the feedback, or he at least did not argue with it.</p> <p>Kaleigh played soft instrumental music. Students then worked on their freewrites on their laptops. Homework is to finish the responses. Students were also required to bold their conjunctions.</p>

	<p>Isaiah asked how long the assignment needed to be, and Kaleigh encouraged him to follow the typical guidelines for free writes.</p> <p><b>Comments/Suggestions</b></p> <ul style="list-style-type: none"> <li>• Nice job tying in the recent skill (conjunctions) with the assignment!</li> <li>• You effectively use prompting questions to elicit student responses and discovery, rather than telling them what they “should” have learned.</li> <li>• Isaiah’s rigidity was apparent at times, but overall, he seemed to engage well with this material/lesson. I’d love to follow up on how he is doing with this mini-unit in particular.</li> </ul>
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#### **Evaluation of Professional Goals**

<b>Professional goals for current year:</b>	<b>Progress in meeting the goals:</b>
1. Create thematic units that are micro-united and structured that address the skills from the skills from the LA diagnostic.	Today, you effectively incorporated diagnostic skills (conjunctions, parts of speech) within original worksheets for the thematic mini-unit on privilege.
2. Creating and consistently incorporating manipulatives for grammar and other skills.	Do you have manipulatives planned for FANBOYS? I like to have students pair up the simple sentence strips into compound sentences. You can differentiate by including the conjunction in the second sentence (or not) and capitalizing the first letter of the first sentence (or not).

## 4: Self Assessment Form:

### Candidate Self-Assessment Form

**Directions:** Independently, reflect on your performance in each dimension of an element. Use the performance descriptors from the CAP Rubric to help ground your assessment. Consider the following in rating your current level of performance (as applicable):

- Skills acquired in coursework
- Experiences in pre-practicum
- Targeted feedback you have received about your practice
- Evidence of impact with students
- Reflection on performance in Announced Observation #

Name:	Kaleigh R. Mangiarelli	Date:	September 17, 2017
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I.A.4: Well-Structured Lessons				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality			X	
Scope		X		
Consistency		X		

I.B.2: Adjustment to Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality		X		
Scope		X		

Consistency		X		
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II.A.3: Meeting Diverse Needs				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Quality			X	
Scope			X	
Consistency			X	

II.B.1: Safe Learning Environment				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
Quality			X	
Scope			X	
Consistency		X		

II.D.2: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality		X		
Scope		X		
Consistency		X		

IV.A.1: Reflective Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality			X	
Scope		X		
Consistency			X	

## Self-Assessment Summary Sheet

Directions: In the table below, please record your self-assessment rating for each element. Use the following key:  
*Exemplary (E), Proficient (P), Needs Improvement (NI), Unsatisfactory (U)*

Name:	Kaleigh R. Mangiarelli	Date:	September 17, 2017
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Self-Assessment Summary			
Element	Quality	Scope	Consistency
1.A.4: Well-Structured Lessons	P	NI	NI
1.B.2: Adjustment to Practice	NI	NI	NI
2.A.3: Meeting Diverse Needs	P	P	P
2.B.1: Safe Learning Environment	P	P	NI
2.D.2: High Expectations	NI	NI	NI
4.A.1: Reflective Practice	P	NI	P

Based on your Self-Assessment, briefly summarize your areas of strength and high-priority areas for growth.

Area(s) of Strength	Evidence/Rationale	Element/Dimension
Based on my self-assessment, one area of strength for me is my ability to meet diverse needs within my classroom.	Within the Expressive Language program at Landmark School, classes are full of students at varying reading/writing levels. It is my responsibility as an educator to meet each of these students needs by scaffolding instruction based on student's individual learning styles, needs, and interests.	2.A.3: Meeting Diverse Needs
Another area of strength is my ability to create a safe learning environment within my classroom.	When my students enter the classroom, they know to sit down and get started on their warm-up, then write down their homework. This routine has been fostered in my consistency in class each day and week. My class is also very discussion based, and I encourage students to share their thoughts and writing regularly, pushing them to take academic risks with each other.	2.B.1: Safe Learning Environment

Area(s) for Growth	Evidence/Rationale	Element/Dimension
Based on my self-assessment, one area of growth for me is Adjustment to Practice.	My classes are always given assessments at the beginning of each year, and this helps plan which content needs to be covered more closely. However, I sometimes need to adjust my instruction more based on the findings within the assessment.	1.B.2: Adjustment to Practice
Another area of growth is High Expectations.	I often encourage students to challenge themselves with their writing, but I need to work harder about holding them accountable for this.	2.D.2: High Expectations

## 5: Preliminary Goal Setting and Plan Development:

### Candidate: Preliminary Goal-Setting & Plan Development Form

Name:	Kaleigh R. Mangiarelli	Date:	September 17, 2017
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#### Prompt: Identify/Clarify a **Focus or Goal Topic** (*Essential Element, See Self-Assessment Form*)

2.D.2: High Expectations

#### Strategic Prompt: **Why** is this topic/focus area important?

Though I feel like I set high expectations for my students when presenting them with a new assignment or essay, I often step back and help, sometimes too much. It's important for my students to learn to advocate for help when needed, but to be able to persevere through an assignment on their own when they can, especially as a skill beyond high school.

<b>Objective:</b>	Hold students more accountable in challenging themselves to reach their highest potential within their written compositions; i.e. Marking students down for a failure to proofread an assignment rather than making edits myself.
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#### Specific, Rigorous, Results-Focused Prompt: **What** skills, knowledge, or practice will I acquire or develop through achieving this goal?

Through achieving this goal, I will better understand how holding students accountable for producing their best work and following each of the five necessary steps within the 5-step writing process will help them become better writers as the year progresses.

#### Realistic, Timed Prompt: **When** will I achieve this goal?

I would like to achieve this goal by the end of the second quarter, pushing myself to create more specific grading rubrics for each of my written compositions. However, I realize that this is an ongoing challenge as an educator, and something I could continue to work on and adjust throughout my teaching career.

#### Action-Oriented, Tracked Prompt: **How** will I demonstrate progress toward this goal? (*Include potential sources of evidence demonstrating goal progress*)

I will demonstrate my progress towards this goal by using grading rubrics specifically designed for each class, and by giving students who need it individualized proofreading checklists rather than an overarching class proofreading checklist.

#### Measured Prompt: **How** will I know the goal has been achieved?

I will know this goal has been achieved when my students advocate for help with proofreading their compositions *after* they have already proofread on their own using a checklist, rather than before.

<b>Draft Professional Practice Goal:</b>	Develop specific grading rubrics for each written composition that applies to each step of the Expressive Language Program's 5-step writing process: Brainstorm, Template, Rough Draft, Proofread, Final Draft, and grade essays accordingly.	
What actions will you take to achieve the goal?	What actions/supports/resources will you need from your Program Supervisor and Supervising Practitioner?	
<ul style="list-style-type: none"><li>● Develop a grading rubric for each step of the 5-step writing process</li><li>● Review student profiles and assessments to determine which students require individualized proofreading checklists</li></ul>	<ul style="list-style-type: none"><li>● Help in developing a grading rubric that is fair and consistent for each written composition.</li></ul>	

# 6: Student Feedback Surveys Reflection

Kaleigh Mangiarelli  
November 17, 2017  
Seminar & Practicum  
Reflection on Student Feedback Surveys

## REFLECTION ON STUDENT FEEDBACK SURVEYS SIMMONS COLLEGE FORM

*All surveys and instructions for administering them can be found on the following website, second page: [www.doe.mass.edu/edprep/cap/resources.html](http://www.doe.mass.edu/edprep/cap/resources.html)*

<b>Summary of the Data</b>
<p>→ <a href="#">Google Forms - In-Depth Data Collection</a> → <a href="#">Google Sheets - A Spreadsheet View</a></p> <p>For the student surveys, I used the “CAP Student Feedback Survey: Grades 6-12 Standard Form,” but shortened it to 25 questions. I administered the survey via Google Forms to 17 students on Thursday, November 16th and Friday, November 17th. The survey was administered by both my supervising practitioner and by my department head to three classes between 4-8 students, and by an academic advisor to three different 1:1 tutorials.</p> <p>Overall, my students answered questions consistently across all three class periods, as well as in my three different tutorials, which shows my consistency in teaching style/persona in both a class setting as well as in a 1:1 setting. From looking at the results, the largest percentage of agreement can be found in the questions that concerned classroom environment, flexibility, and care for the students. The areas where students disagreed, had to do largely with connecting what is learned in this class to other classes. This is a tricky area for most students at this school, as my class taps into students greatest weakness when it comes to dyslexia: writing.</p>
<b>Analysis of the Data</b>
<p>The percentage of disagreement found in questions that concerned students applying what they learn in <i>my</i> class to other classes or even new topics could be due to the fact that most of my students struggle with dyslexia, and all of them struggle with some form of a Language Based Learning Disability. That being said, reading/writing is their biggest difficulty, so while they are learning how to improve their writing, they might not connect that what we are learning <i>is</i> helping them in other classes any time they are writing an answer, rather than answering a multiple choice question.</p> <p>Three students answered with disagreement to the question, “The level of my work in this class goes beyond what I thought I was able to do.” This was the only question that more than one student disagreed with the statement, which made me reflect on the quality of work in this class.</p>

While I can see room for (a lot of) improvement in most, if not all, of my students, perhaps not every student can see this. However, this will push me to check-in with students more often than I already do, and push them to be better writers than they think they are capable of.

Overall, my students expressed high percentages of agreement to all of the questions that reflect the safe learning environment that is my classroom. Students feel respected by me and by their peers in my classroom. From the survey results, it is clear that my students feel challenged, that I adapt my teaching to their individual needs, and like I care about them both in and out of class, which is something that is very important to me as a teacher.

#### **How this feedback will inform my practice:**

I found this feedback to be helpful in understanding how students feel about my teaching, whether in Language Arts or in Tutorial. I have always hoped that my persona is consistent across the board, no matter the energy of the class or the size of the class. This survey showed me that my students feel as though it is, and they know that I care about both their learning/success and well-being. This is so important to me as a teacher, so it felt good to see that it is clear to students as well. However, it is clear that there is ONE student who disagreed with quite a few questions that everyone else agreed with, so going forward, I need to try and make sure that every single student understands, rather than just the class as a whole. Overall, thanks to this student feedback survey, I will continue to use my Expressive Language Program's "best practices," as they seem to be working well, especially when working to develop a safe classroom environment for my students.