

ANALYSIS OF OBSERVATION(S)

Please use the example of an Analysis of Observation provided as a template for all analysis papers.

Step 1: Summarize what was observed.

1A. Background Details:

Develop a chart that identifies:

- a. Site Visit Number(s)
- b. Day(s) of the week
- c. Date(s)
- d. Grade level(s)
- e. Subject(s)

1B. Students

On average, how many students were present during the observation(s)? Based on the observation(s), describe the diversity of the students. Refer to IPTS 1A for details regarding diversity.

1C. Adults

How many other adults were in the room? Describe their roles (e.g., parent, co-teacher, teacher's aide, student teacher, special education teacher).

1D. Summary of Observation(s)

Using your Site Visit Notes and focusing on the appropriate Performance Activity/ies, provide 3-4 sentences summarizing what was observed in each Site Visit. Using the performance activities, provide clear examples which support the given IPTS.

Remember that a summary focuses on retelling the main events of the observation in your own words. No opinion or analysis should be part of your summary.

Step 2: Analyze observation(s) and the connection(s) to the standard/indicator. In this analysis, closely examine the observation(s) to understand the parts and ways they work together. Focus on the connection(s) between the observation(s) and the explicit standard/indicator the observation(s) addressed. Be sure to support all claims with specific examples from the observation(s).

Step 3: Analyze what was observed and its impact on student learning. Using classroom data and anecdotal data from the observation(s), **analyze** the way in which what was observed impacts student learning. Consider the way specific characteristics of students in the observed class(es) (e.g., developmental characteristics, previously demonstrated academic performance/ability and special needs, socio-economic profile, ethnicity/cultural/gender make-up, special needs and language) impact decisions regarding instruction and assessments, especially in terms of the explicit standard on which the observation(s) focused. Provide specific numbers whenever possible. Be sure to support all claims with specific examples from the observation(s).

Observation Analysis Paper Template

Host School:
Cooperating Teacher:
Subject(s):

Teacher Candidate Name:
Date of this Analysis submission:

Standard

Step 1: Focus on Summarizing the Observation(s)

Follow the instructions from the Candidate Assignment

Step 1A:

Site Visit/s (SV) and Performance Activity/ies (PA)	Date/s	Day/s	Time/s	Grade Level/s	Subject/s

Step 1B:

Step 1C:

Step 1D:

Step 2: Focus on Connection to the IPTS Indicator

Be sure to use all performance activities for a given indicator when analyzing the observation(s) and the connection(s) to the indicator. Review all the performance activities aligned with the specific indicator. Compare and contrast this information from your Site Visit Notes.

Step 3: Focus on Impact on Student Learning

Be sure to use all performance activities for a given indicator when analyzing the observation(s) and the connection(s) to the indicator. Review all the performance activities aligned with the specific indicator. Compare and contrast this information from your Site Visit Notes.

ANALYSIS OF OBSERVATION(S)

Step 1: Summarize what you have observed.

	<i>0 Missing</i>	<i>1 Unsatisfactory</i>	<i>2 Emerging</i>	<i>3 Proficient</i>	<i>4 Exemplary</i>
<i>Summary Elements</i>	No summary was provided.	Summary addressed one or none of the key events related to the target topic observed in the classroom. No examples were included to support key ideas. Summary includes extraneous opinions or reflections; the writing lacks unity and coherence.	Summary addressed two or three of the key events related to the target topic observed in the classroom. One example is presented to support key ideas. Extraneous opinions or reflections are included; the development of ideas is not completely logical or coherent.	Summary addressed at least four of the key events related to the target topic observed in the classroom. At least two clear examples are presented to support key ideas. Extraneous opinions or reflections may be added; the progression of ideas and information is, for the most part, logical.	Summary addressed all the key steps related to the target topic observed in the classroom. In Step D, three or more clear examples are presented to support key ideas. No opinions or reflections are added; the writing is unified and coherent throughout.

Step 2: Analyze Observation & Connection to the Standard

<i>Analysis Elements</i>	No analysis was provided.	Makes little or no connection between the topic of focus, the classroom observation, and the standard. No examples were included to support key ideas.	Makes appropriate but somewhat vague connections between the topic of focus, the classroom observation, and the standard. One example is presented to support key ideas.	Makes appropriate connections between the topic of focus, the classroom observation, and the standard. At least two clear examples are presented to support key ideas.	Makes appropriate, powerful and original connections between the performance activity and the standard. Three or more clear examples are presented to support key ideas.
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Step 3: Analyze Impact on Student Learning

<i>Analysis Elements</i>	No analysis was provided.	Makes little or no connection between the topic of focus, the classroom observation, and the impact on student learning. No examples were included to support key ideas.	Makes appropriate but somewhat vague connections between the topic of focus, the classroom observation, and the impact on student learning. One example is presented to support key ideas.	Makes appropriate connections between the topic of focus, the classroom observation, and the impact on student learning. At least two clear examples are presented to support key ideas.	Makes appropriate, powerful and original connections between the performance activity and the impact on student learning. Three or more clear examples are presented to support key ideas.
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Academic Language and Writing Style

	<i>0</i> <i>Missing</i>	<i>1</i> <i>Unsatisfactory</i>	<i>2</i> <i>Emerging</i>	<i>3</i> <i>Proficient</i>	<i>4</i> <i>Exemplary</i>
<i>Academic Language</i>	No academic language was used.	Academic language was used in a few areas and was rarely used correctly.	Academic language was used in a few areas or usage was not always correct. Usage of academic language does not show understanding of the concepts discussed.	Academic language was used in some areas of the analysis. Usage was correct and shows understanding of the concepts discussed.	Academic language was used throughout the analysis; usage was correct and shows understanding of the concepts discussed.
<i>Writing Style</i> (grammar, spelling, mechanics, usage)	No analysis was provided.	The writing shows partial or little control of grammar and conventions. Minor and major errors occur and may be distracting. Some control of basic sentence structure is evident; usage may be imprecise.	The writing shows adequate control of grammar and conventions. Minor and perhaps a few major errors occur and they may interfere with meaning. Sentence structure is adequate but may not be varied; usage is adequate.	The writing shows good control of grammar and conventions. A few minor errors occur, but they do not interfere with meaning. Sentence structure shows variation; usage is often precise.	The writing shows mastery of grammar and conventions. Very few minor errors occur. Sentence structure is varied and effective. Usage is precise throughout.

ANALYSIS OF INTERVIEW(S)

Please use the example of an Analysis of Observation provided as a template for all analysis papers.

Step 1: Summarize the interview(s).

1A. Background Details:

Develop a chart that identifies:

- a. Site Visit Number(s)
- b. Day(s) of the week
- c. Date(s)
- d. Grade level(s)
- e. Subject(s)

1B. Summary of Interview(s)

Using your Site Visit Notes as well as the notes taken during the interview(s), provide 3-4 sentences summarizing each interview. Be sure to identify, specifically, who was interviewed and focus on the specific Performance Activity that supports the given IPTS.

Remember that a summary focuses on retelling the main events of the interview in your own words. No opinion or analysis should be part of your summary.

Step 2: Analyze the interview(s) and connection to the standard. In this analysis, closely examine the interview questions and the responses received. Focus on the connection between the interview discussion(s) and the explicit IPT standard/indicator this interview(s) is addressing. Be sure to support the claims with specific examples from the interview(s).

Step 3: Analyze impact on student learning. Using anecdotal data from the interview(s), **analyze** the way in which what you learned through the interview(s) impacts student learning. Consider the way specific characteristics of students in the target grade level and subject area (e.g., developmental characteristics, previously demonstrated academic performance/ability and special needs, socio-economic profile, ethnicity/cultural/gender make-up, special needs and language) impact decisions regarding instruction and assessments made by the teacher, especially in terms of the explicit IPT standard/indicator on which the interview(s) focused. Provide quotes whenever possible. Be sure to support claims with specific examples from the interview(s).

ANALYSIS OF INTERVIEW(S)

Step 1: Summarize the interview(s).

	<i>0 Missing</i>	<i>1 Unsatisfactory</i>	<i>2 Emerging</i>	<i>3 Proficient</i>	<i>4 Exemplary</i>
<i>Summary Elements</i>	No summary was provided.	Summary addressed one or none of the key events related to the target topic of the interview(s). No examples were included to support key ideas. Summary includes extraneous opinions or reflections; the writing lacks unity and coherence.	Summary addressed two or three of the key events related to the target topic of the interview(s). One example is presented to support key ideas. Extraneous opinions or reflections are included; the development of ideas is not completely logical or coherent.	Summary addressed at least four of the key events related to the target topic of the interview(s). At least two clear examples are presented to support key ideas. Extraneous opinions or reflections may be added; the progression of ideas and information is, for the most part, logical.	Summary addressed all the key steps related to the target topic of the interview(s). Three or more clear examples are presented to support key ideas. No opinions or reflections are added; the writing is unified and coherent throughout.

Step 2: Analyze Interview & Connection to the Standard

<i>Analysis Elements</i>	No analysis was provided.	Makes little or no connection between the topic of the interview(s) and the standard. No examples were included to support key ideas.	Makes appropriate but somewhat vague connections between the topic of the interview(s) and the standard/indicator. One example is presented to support key ideas.	Makes appropriate connections between the topic of the interview(s) and the standard/indicator. At least two clear examples are presented to support key ideas.	Makes appropriate, powerful and original connections between the performance activities and the standard/indicator. Three or more clear examples are presented to support key ideas.
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Step 3: Analyze Impact on Student Learning

<i>Analysis Elements</i>	No analysis was provided.	Makes little or no connection between the topic of the interview and the impact on student learning. No examples were included to support key ideas.	Makes appropriate but somewhat vague connections between the topic of the interview(s) and the impact on student learning. One example is presented to support key ideas.	Makes appropriate connections between the topic of the interview(s) and the impact on student learning. At least two clear examples are presented to support key ideas.	Makes appropriate, powerful and original connections between the performance activities and the impact on student learning. Three or more clear examples are presented to support key ideas.
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Academic Language and Writing Style

	<i>0 Missing</i>	<i>1 Unsatisfactory</i>	<i>2 Emerging</i>	<i>3 Proficient</i>	<i>4 Exemplary</i>
<i>Academic Language</i>	No academic language was used.	Academic language was used in a few areas and was rarely used correctly.	Academic language was used in a few areas or usage was not always correct. Usage of academic language does not show understanding of the concepts discussed.	Academic language was used in some areas of the analysis. Usage was correct and shows understanding of the concepts discussed.	Academic language was used throughout the analysis; usage was correct and shows understanding of the concepts discussed.
<i>Writing Style (grammar, spelling, mechanics, usage)</i>	No analysis was provided.	The writing shows partial or little control of grammar and conventions. Minor and major errors occur and may be distracting. Some control of basic sentence structure is evident; usage may be imprecise.	The writing shows adequate control of grammar and conventions. Minor and perhaps a few major errors occur and they may interfere with meaning. Sentence structure is adequate but may not be varied; usage is adequate.	The writing shows good control of grammar and conventions. A few minor errors occur, but they do not interfere with meaning. Sentence structure shows variation; usage is often precise.	The writing shows mastery of grammar and conventions. Very few minor errors occur. Sentence structure is varied and effective. Usage is precise throughout.

ANALYSIS OF DISCUSSION(S)

Step 1: Summarize the discussion(s).

1A. Background Details:

Develop a chart that identifies:

- a. Site Visit Number(s)
- b. Day(s) of the week
- c. Date(s)
- d. Grade level(s)
- e. Subject(s)

1B. Summary of Discussion(s)

Using your Site Visit Notes as well as the notes taken during the discussion(s), provide 3-4 sentences summarizing each discussion. Be sure to identify, specifically, who participated in the discussion and focus on the specific Performance Activity that supports the given IPTS.

Remember that a summary focuses on retelling the main events of the interview in your own words. No opinion or analysis should be part of your summary.

Step 2: Analyze the discussion(s) and connection to the standard. In this analysis, closely examine the focus of the discussion, including inquiry and responses received. Consider how the discussion began, developed, and ended. Focus on the connection between the discussion(s) and the explicit IPT standard/indicator this discussion(s) is addressing. Be sure to support the claims with specific examples from the discussion(s).

Step 3: Analyze impact on student learning. Using anecdotal data from the discussion(s), **analyze** the way in which what you learned through the discussion(s) impacts student learning. Consider the way specific characteristics of students in the target grade level and subject area (e.g., developmental characteristics, previously demonstrated academic performance/ability and special needs, socio-economic profile, ethnicity/cultural/gender make-up, special needs and language) impact decisions regarding instruction and assessments made by the teacher, especially in terms of the explicit IPT standard/indicator on which the discussion(s) focused. Provide quotes whenever possible. Be sure to support claims with specific examples from the discussion(s).

Discussion Analysis Paper Template

Host School:
Cooperating Teacher:
Subject(s):

Teacher Candidate Name:
Date of this Analysis submission:

Standard

Step 1: Focus on Summarizing the Discussion(s)

Follow the instructions from the Candidate Assignment

Step 1A:

Site Visit/s (SV) and Performance Activity/ies (PA)	Date/s	Day/s	Time/s	Grade Level/s	Subject/s

Step 1B:

Step 2: Focus on Connection to the IPTS Indicator

Be sure to use all performance activities for a given indicator when analyzing the discussion(s) and the connection(s) to the indicator. Review all the performance activities aligned with the specific indicator. Compare and contrast this information from your Site Visit Notes.

Step 3: Focus on Impact on Student Learning

Be sure to use all performance activities for a given indicator when analyzing the discussion(s) and the connection(s) to the indicator. Review all the performance activities aligned with the specific indicator. Compare and contrast this information from your Site Visit Notes.

ANALYSIS OF DISCUSSION(S)

Step 1: Summarize the discussion(s).

	<i>0</i> <i>Missing</i>	<i>1</i> <i>Unsatisfactory</i>	<i>2</i> <i>Emerging</i>	<i>3</i> <i>Proficient</i>	<i>4</i> <i>Exemplary</i>
<i>Summary Elements</i>	No summary was provided.	Summary addressed one or none of the key events related to the target topic of the discussion(s). No examples were included to support key ideas. Summary includes extraneous opinions or reflections; the writing lacks unity and coherence.	Summary addressed two or three of the key events related to the target topic of the discussion(s). One example is presented to support key ideas. Extraneous opinions or reflections are included; the development of ideas is not completely logical or coherent.	Summary addressed at least four of the key events related to the target topic of the discussion(s). At least two clear examples are presented to support key ideas. Extraneous opinions or reflections may be added; the progression of ideas and information is, for the most part, logical.	Summary addressed all the key steps related to the target topic of the discussion(s). Three or more clear examples are presented to support key ideas. No opinions or reflections are added; the writing is unified and coherent throughout.

Step 2: Analyze Discussion & Connection to the Standard

<i>Analysis Elements</i>	No analysis was provided.	Makes little or no connection between the focus of the discussion(s) and the standard. No acknowledgement of how the discussion began, developed, or ended is provided. No examples were included to support key ideas.	Makes appropriate but somewhat vague connections between the focus of the discussion(s) and the standard/indicator. Little acknowledgement of how the discussion began, developed, and ended is provided. One example is presented to support key ideas.	Makes appropriate connections between the focus of the discussion(s) and the standard/indicator. Acknowledgement of how the discussion began, developed, and ended is provided, though details are vague. At least two clear examples are presented to support key ideas.	Makes appropriate, powerful and original connections between the performance activities and the standard/indicator. Detailed analysis of how the discussion began, developed, and ended is provided. Three or more clear examples are presented to support key ideas.
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Step 3: Analyze Impact on Student Learning

<i>Analysis Elements</i>	No analysis was provided.	Makes little or no connection between the topic of the discussion and the impact on student learning. No examples were included to support key ideas.	Makes appropriate but somewhat vague connections between the topic of the discussion(s) and the impact on student learning. One example is presented to support key ideas.	Makes appropriate connections between the topic of the discussion(s) and the impact on student learning. At least two clear examples are presented to support key ideas.	Makes appropriate, powerful and original connections between the performance activities, the discussion, and the impact on student learning. Three or more clear examples are presented to support key ideas.
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Academic Language and Writing Style

	<i>0</i> <i>Missing</i>	<i>1</i> <i>Unsatisfactory</i>	<i>2</i> <i>Emerging</i>	<i>3</i> <i>Proficient</i>	<i>4</i> <i>Exemplary</i>
<i>Academic Language</i>	No academic language was used.	Academic language was used in a few areas and was rarely used correctly.	Academic language was used in a few areas or usage was not always correct. Usage of academic language does not show understanding of the concepts discussed.	Academic language was used in some areas of the analysis. Usage was correct and shows understanding of the concepts discussed.	Academic language was used throughout the analysis; usage was correct and shows understanding of the concepts discussed.
<i>Writing Style</i> (grammar, spelling, mechanics, usage)	No analysis was provided.	The writing shows partial or little control of grammar and conventions. Minor and major errors occur and may be distracting. Some control of basic sentence structure is evident; usage may be imprecise.	The writing shows adequate control of grammar and conventions. Minor and perhaps a few major errors occur and they may interfere with meaning. Sentence structure is adequate but may not be varied; usage is adequate.	The writing shows good control of grammar and conventions. A few minor errors occur, but they do not interfere with meaning. Sentence structure shows variation; usage is often precise.	The writing shows mastery of grammar and conventions. Very few minor errors occur. Sentence structure is varied and effective. Usage is precise throughout.

ANALYSIS OF STUDENT INTERACTION(S)

Please use the example of an Analysis of Observation provided as a template for all analysis papers.

Step 1: Summarize the student interaction(s).

1A. Background Details:

Develop a chart that identifies:

- a. Site Visit Number(s)
- b. Day(s) of the week
- c. Date(s)
- d. Grade level(s)
- e. Subject(s)

1B. Students

Who were the students with whom you worked? Be as specific as possible without revealing names.

Consider the variety of learners in your class who required different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

1C. Summary of Student Interaction(s)

Using your Site Visit Notes, provide 3-4 sentences summarizing what the student interaction from each Site Visit. Be sure to focus on the specific Performance Activities that support the given IPTS. Describe the central focus and purpose for the content addressed in this student interaction. Be sure to include:

- a. the specific lesson taught or activity performed;
- b. the materials used;
- c. the objective of the lesson or activity; and
- d. the outcome of the lesson or activity.

Remember that a summary focuses on retelling the main events of the student interaction in your own words. No opinion or analysis should be part of your summary.

Step 2: Analyze observation and connection to the standard/indicator. Describe how the student interaction was accomplished. How does this activity affect student learning? Analyze the results of your student interaction. In your analysis, closely examine the objective of the lesson or activity and how well the objective was met. How do you KNOW students met the objective? Focus on the connection between the student interaction and the explicit standard/indicator this student interaction is addressing. Be sure to support your claims with specific examples from your student interaction.

Step 3: Analyze impact on student learning. Using anecdotal data from your interview, **analyze** the way in which what you learned through your student interaction impacts student learning. Consider the way specific characteristics of students in the target grade level and subject area (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students) impact decisions regarding instruction and assessments, especially in terms of the explicit standard/indicator on which this student interaction focused. Be sure to support your claims with specific examples from your student interaction.

ANALYSIS OF STUDENT INTERACTION

Step 1: Summarize Experience with Student Interaction

	<i>0 Missing</i>	<i>1 Unsatisfactory</i>	<i>2 Emerging</i>	<i>3 Proficient</i>	<i>4 Exemplary</i>
<i>Summary Elements</i>	No summary was provided.	Summary addressed one or none of the elements related to the student interaction as established in the assignment. No examples were included to support key ideas. Summary includes extraneous opinions or reflections; the writing lacks unity and coherence.	Summary addressed two or three of the elements related to the student interaction as established in the assignment. One example is presented to support key ideas. Extraneous opinions or reflections are included; the development of ideas is not completely logical or coherent.	Summary addressed at least four of the elements related to the student interaction as established in the assignment. At least two clear examples are presented to support key ideas. Extraneous opinions or reflections may be added; the progression of ideas and information is, for the most part, logical.	Summary addressed all the performance activities related to the student interaction as established in the assignment. Three or more clear examples are presented to support key ideas. No opinions or reflections are added; the writing is unified and coherent throughout.

Step 2: Analyze Student Interaction & Connection to the Standard

<i>Analysis Elements</i>	No analysis was provided.	Makes little or no connection between the lesson/activity of the student interaction and the standard. No examples were included to support key ideas.	Makes appropriate but somewhat vague connections between the lesson/activity of the student interaction and the standard. One example is presented to support key ideas.	Makes appropriate connections between the lesson/activity of the student interaction and the standard. At least two clear examples are presented to support key ideas.	Makes appropriate, powerful and original connections between the performance activity of the student interaction and the standard. Three or more clear examples are presented to support key ideas.
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Step 3: Analyze Impact on Student Learning

<i>Analysis Elements</i>	No analysis was provided.	Makes little or no connection between the student interaction experience and the impact on student learning. No examples were included to support key ideas.	Makes appropriate but somewhat vague connections between student interaction experience and the impact on student learning. One example is presented to support key ideas.	Makes appropriate connections between the student interaction experience and the impact on student learning. At least two clear examples are presented to support key ideas.	Makes appropriate, powerful and original connections between student interaction experience and the impact on student learning. Three or more clear examples are presented to support key ideas.
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Academic Language and Writing Style

	<i>0 Missing</i>	<i>1 Unsatisfactory</i>	<i>2 Emerging</i>	<i>3 Proficient</i>	<i>4 Exemplary</i>
<i>Academic Language</i>	No academic language was used.	Academic language was used in a few areas and was rarely used correctly.	Academic language was used in a few areas or usage was not always correct. Usage of academic language does not show understanding of the concepts discussed.	Academic language was used in some areas of the analysis. Usage was correct and shows understanding of the concepts discussed.	Academic language was used throughout the analysis; usage was correct and shows understanding of the concepts discussed.
<i>Writing Style (grammar, spelling, mechanics, usage)</i>	No analysis was provided.	The writing shows partial or little control of grammar and conventions. Minor and major errors occur and may be distracting. Some control of basic sentence structure is evident; usage may be imprecise.	The writing shows adequate control of grammar and conventions. Minor and perhaps a few major errors occur and they may interfere with meaning. Sentence structure is adequate but may not be varied; usage is adequate.	The writing shows good control of grammar and conventions. A few minor errors occur, but they do not interfere with meaning. Sentence structure shows variation; usage is often precise.	The writing shows mastery of grammar and conventions. Very few minor errors occur. Sentence structure is varied and effective. Usage is precise throughout.