

Teacher Education Summative Evaluation Form

Intern/Student Teacher: Alyssa Lemon	Date: 11-18-21	School: Holcomb
Observer: Mounts	Grade: K	Rotation / Observation #: 2/3
Mentor: Dickinson	Subject: Writing	Program: CHED

Domain 1: Planning and Preparation

To be completed from responses to questions before and after a lesson. Additional information may be obtained during classroom observation of teaching.

Score		
3	a:	Demonstrating knowledge of content and pedagogy
4	b:	Demonstrating knowledge of students
3	c:	Selecting instructional outcomes
3	d:	Demonstrating knowledge of resources
3	e:	Designing coherent instruction
3	f:	Assessing student learning

Key Proficient "Look Fors"	Criteria
Classroom Observation <ul style="list-style-type: none"> Clear explanation of content Accurate response to student questions Questions build on prior k/s Teacher Lesson Plans/Interview <ul style="list-style-type: none"> Explains how discipline is organized and has evolved Identifies concepts to be taught Shares relationship to other disciplines Selects appropriate teaching strategies 	a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines. <ul style="list-style-type: none"> - Knowledge of prerequisite relationships - Knowledge of content-related pedagogy Evidence: <p>Miss Lemon has prepared a detailed lesson plan that illustrates her familiarity with the major concepts of this lesson and of writing at this grade level. The learning objectives she plans to target are clearly identified.</p>
Teacher Lesson Plans/Interview <ul style="list-style-type: none"> Age appropriate References current research Activities engage inquiry and reciprocal learning process Activities/strategies based in formal / informal and ongoing assessment Seeks input from parents Interest surveys and interviews Cultural sensitivity Meets with key school personnel Accommodations 	b. Teacher demonstrates knowledge of students. <ul style="list-style-type: none"> - Knowledge of child and adolescent development - Knowledge of the learning process - Knowledge of students' skills, knowledge, and language proficiency - Knowledge of students' interest and cultural heritage - Knowledge of students with special needs Evidence: <p>Miss Lemon has completed an in-depth learner profile of each of the students in this class. She meets with other grade level teachers, as well as her mentor, interventionists and other school personnel to familiarize herself with each student's needs.</p>
Teacher Plans/Interviews <ul style="list-style-type: none"> Connects to national, state, and local standards Represents big ideas Scaffolded on prior and establishes foundation for future learning that represent the discipline Written in terms of LEARN not DO Are specific, doable, observable Reflect different types of learning Provide opportunities for coordination Reflect actual and higher-order thinking Reflect procedural knowledge Reflect conceptual understanding Reflect communication skills Reflecting reasoning skills Reflecting collaboration skills Are suitable for all students 	c. Teacher selects instructional outcomes. <ul style="list-style-type: none"> - Value, sequence, and alignment - Clarity - Balance - Suitability for diverse learners Evidence: <p>The Standards and district pacing guides are evident in the planning of this lesson.</p> <p>Lesson objectives are written as actions and include activities that will demonstrate students' knowledge by doing. Miss Lemon has planned to measure student understanding by comparing student writing to grade level expectations.</p>

Teacher Education Summative Evaluation Form

Teacher Plans/Interviews <ul style="list-style-type: none"> Utilizes several and differentiated resources Stays abreast of subject(s) teaches Aware of and familiar with resources in and out of school/district <ul style="list-style-type: none"> Guest speakers Field trips Internet Professional organizations Media center, computer lab Multidisciplinary resources Artifacts 	d. Teacher demonstrates knowledge of resources. <ul style="list-style-type: none"> - Resources for classroom use - Resources to extend content knowledge and pedagogy - Resources for students Evidence: Miss Lemon has planned to use resources within the classroom and the school in this lesson.
Teacher Plans/Interviews <ul style="list-style-type: none"> Suitable to students and learning outcomes Represent significant cognitive challenge Differentiated Engaging Varied grouping Clearly defined structure Reasonably timed 	e. Teacher designs coherent instruction. <ul style="list-style-type: none"> - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure Evidence: Miss Lemon has designed a structured lesson that appears to be engaging to students. She appears well prepared with the organization of materials prior to the lesson.
Teacher Plans/Interviews <ul style="list-style-type: none"> Assesses all outcomes Adapts for groups/students Identifies clear criteria/standards Develops appropriate strategies Uses to plan for future instruction 	f. Teacher assesses student learning. <ul style="list-style-type: none"> - Congruent with instructional outcomes - Criteria and standards - Design of formative assessments - Used for Planning Evidence: Miss Lemon has planned to ask students to share their writing at the conclusion of this lesson. She also has planned to review students' journals to assess understanding and performance of the lesson objective.

Summary: Miss Lemon has prepared a clear lesson with clear procedures throughout. She has prepared materials in advance and is familiar with the goals of the lesson prior to teaching.

Suggestions:

Teacher Education Summative Evaluation Form

Domain 2: The Classroom Environment

To be completed during observation of a lesson

Score		
3	a:	Designing an environment of respect and report
3	b:	Establishing a culture for learning
3	c:	Managing classroom procedures
3	d:	Managing student behavior
3	e:	Organizing physical space

Criteria	Key "Look Fors"
<p>Classroom Observation a: Teacher interactions with students. Students' interactions with one another.</p> <p>Evidence: Miss Lemon showed sensitivity to students throughout this lesson. She demonstrated respect and interacted with the students in a positive manner. She avoided student frustration by offering solutions if they didn't know what to draw.</p> <p>Teacher comments:</p> <ul style="list-style-type: none"> "I love seeing every boy and girl getting ready to learn." "If I don't know what to draw, what do I do?" "I need my friends to put the items back into the bags." 	<ul style="list-style-type: none"> Teacher calls students by name Teachers uses "we" statements to make students feel part of the group Listens to students with care Polite language is used in interaction between the students and the teacher Teacher checks with students to find out how they feel about the class/lesson
<p>Classroom Observation b: The importance of the content. Expectations of learning and achievement. Student pride in work.</p> <p>Evidence: Miss Lemon offered an opportunity for students to share their writing at the end of the lesson. It was evident that students were proud of their work, as more students volunteered than there was time for sharing.</p> <p>Teacher statements:</p> <ul style="list-style-type: none"> "Yesterday we had several of you share your writing. Who would like to share today? I'm looking..." 	<ul style="list-style-type: none"> Voice and body language convey enthusiasm Students have a choice about how they show what they have learned Teacher shares the learning goal for the lesson and explains the lesson's importance and purpose Teacher reinforces students' development of conceptual understanding in order for students to demonstrate proficiency of content
<p>Classroom Observation c: Routines are clearly established to minimize loss of instructional time. Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it. There are clear procedures to manage transitions, distribution of materials and supplies.</p> <p>Evidence: Students worked consistently throughout this lesson. The materials and supplies that Miss Lemon used for the lesson were handled smoothly and efficiently. Routines appeared to be clear to students and were followed consistently.</p> <p>Teacher statements:</p> <ul style="list-style-type: none"> "Ok...we're sitting on our carpet, hands in our laps. If you hear my voice, clap once. If you hear my voice, clap twice." "Thank you for raising your hand." "Eyes up, voices off." "Your items are in the bag. Your crayons are put away. Your journal page is open. You are waiting for directions." 	<ul style="list-style-type: none"> Guidelines for group work are specified Routines are established Roles are used when appropriate Group members listen respectfully Group works to meet learning goal Worked productively Used time well Voice level appropriate Materials and supplies are handled smoothly and efficiently
<p>Classroom Observation d: Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.</p>	<ul style="list-style-type: none"> Appropriate and clear standards of behavior Alert to student behavior at all times Consistency

Teacher Education Summative Evaluation Form



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<p>Evidence: Most student behavior was appropriate throughout this lesson. Miss Lemon demonstrated positive strategies to redirect students.</p> <p>Statements: “Hands on top – everybody stop.”</p>	<ul style="list-style-type: none"> • Clear consequences • Demonstrate positive behavior • Sense of respect • Responds to serious behavior problems • Rationale for standards
<p>Classroom Observation e: The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<ul style="list-style-type: none"> • Class arrangement • Use of space appropriate for learning • Safety
<p>Evidence: Miss Lemon used the anchor chart, Elmo doc camera, and bags of objects during this lesson. Students used their journals and the items in the bags. Transitions were smooth when students moved between the carpet and their seats and were dismissed to seats by carpet rows.</p> <p>Teacher statements: “I’ll be watching my friends go back to their seats.”</p>	<ul style="list-style-type: none"> • Access to instruction • Facilitates learning • Lesson adjustments • Traffic pattern

Summary: The classroom environment appeared positive and respectful throughout this lesson. Miss Lemon interacted kindly and positively with students.

Suggestions: Make learning goals of lesson clear to students. Even very young students need to see a purpose for their work.

Domain 3: Instruction		
To be completed during observation of a lesson		
Score		
3	a:	Communicating with students
3	b:	Using questioning and discussion techniques
3	c:	Engaging students in learning
3	d:	Using Assessment in Instruction
3	e:	Demonstrating flexibility and responsiveness

Key Proficient “Look Fors”	Criteria
<ul style="list-style-type: none"> • Written and verbal explanation of lesson purpose • Directions and procedures are clear to students • Explanation of content is appropriate and connects to student knowledge and experience • Clear and correct spoken and written language 	<p>Classroom Observation a: Expectations for learning. Directions and procedures. Explanations of content.</p>
	<p>Evidence: Most students appeared to understand the assigned tasks during this lesson; directions were clearly stated. The lesson was lengthy (40 minutes) and involved transitions and several different tasks. Miss Lemon kept the pace of the lesson smooth; directions and procedures appeared clear to the students. Miss Lemon modeled expectations (drew illustration, showed spacing between words in sentence, and sounded out beginning sound of <i>towel</i> (modeled object)).</p> <p>Teacher statements: “Yesterday we found a key, so we wrote ‘I see a key’.” “I put something special on your tables. It’s a mystery bag. I want you to look in the bag and write about what you saw.”</p>
<ul style="list-style-type: none"> • Teacher’s questions are of high quality • Adequate time provided for response • Genuine discussion among students • Teacher successfully engages all students in discussion 	<p>Classroom Observation b: Quality of questions. Discussion techniques. Student participation.</p>
	<p>Miss Lemon used a mixture of closed and open questions. Wait time for student response was adequate. Students used pair/share effectively.</p> <p>Evidence: “Why do we write a sentence? To make it clear to the reader.” “What sound do I hear at the beginning?” “Do we write about everything in the bag?”</p>

Teacher Education Summative Evaluation Form

<ul style="list-style-type: none"> • Assignments are appropriate and students are cognitively engaged • Instructional groups are productive and appropriate for the lesson • Materials and resources are appropriate and engage students mentally • Lesson has a clearly defined structure • Pacing is appropriate 	<p><i>Classroom Observation c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.</i></p> <p>Evidence:</p> <p>This lesson was well structured and followed the gradual release of responsibility effectively. Miss Lemon started the lesson on the carpet and made sure all students were ready to learn. She then asked students to recall what they had journaled about the day before. Next, she gave directions about what to do with the mystery bags on each table and modeled what to do with an object in the bag. She monitored students working closely and effectively, conferencing where needed. Students were engaged throughout this lesson, and many asked to write about more than one object. To close the lesson, selected students shared their writing.</p>
<ul style="list-style-type: none"> • Students are fully aware of criteria and performance standards by which work will be evaluated • Monitors the progress of groups making use of diagnostic prompts • Feedback to students is timely and high quality • Students frequently assesses and monitors quality of their own work against criteria 	<p><i>Classroom Observation d: Assessment criteria. Monitoring of student learning. Feedback to students. Student self-assessment and monitoring of progress.</i></p> <p>Evidence:</p> <p>Miss Lemon used the gradual release method by first modeling, then discussing and providing guided practice, then allowing the students time for independent practice. She closely monitored their responses, both oral and written, throughout the lesson. When students shared their writing, Miss Lemon asked students to determine if the procedures were followed correctly, which allowed students to informally assess others' writing.</p>
<ul style="list-style-type: none"> • Makes minor adjustments to lesson in a smooth manner • Successfully accommodates for students' questions and interests • Anticipates and responds to student differences • Persists in seeking approaches for students who are struggling 	<p><i>Classroom Observation e: Lesson adjustment. Response to students. Persistence.</i></p> <p>Evidence:</p>

Summary: This lesson was implemented clearly. Transitions were smooth without distraction. All students completed the required task.

Suggestions: During the lesson you reviewed the importance of writing a sentence and of spacing between words. Students need to see a clear purpose at the end of a lesson as well, so it would be a good idea to restate the lesson objectives (in kid friendly terms at the end when you close the lesson).

Teacher Education Summative Evaluation Form

Domain 4: Professional Responsibilities

Score		
3	a:	Reflecting on teaching in terms of accuracy and use in further teaching
2	b:	Maintaining accurate records
2	c:	Communicating with families
2	d:	Participating in a professional community
2	e:	Developing and growing professionally
3	f:	Demonstrating professionalism

Domain D: Teacher Professionalism

Key Proficient "Look Fors"	Criteria
<ul style="list-style-type: none"> Accurately assess lesson's effectiveness in meeting outcomes Generally supports judgments Suggests future adjustments 	<p>a. Reflecting on teaching.</p> <ul style="list-style-type: none"> - Accuracy - Use in future teaching <p>Evidence: Miss Lemon provides a written reflection on the lessons she teaches, as well as a general reflection weekly. She collaborates on a daily basis with her mentor to plan future instruction based on the results of the current day's instruction and assessment. Feedback is provided during post-conferences following Miss Lemon's teaching.</p>
<ul style="list-style-type: none"> Fully effective system for maintaining information on student completion of assignments. 	<p>b. Maintaining accurate records</p> <ul style="list-style-type: none"> - Student completion of assignments - Student progress in learning - Non-instructional records <p>Evidence: Miss Lemon maintains a student profile on each student in the class. She has access to attendance logs, lunch logs, homework records, parent emails, and student health records to properly manage non-instructional tasks.</p>
<ul style="list-style-type: none"> Provides frequent information to families Communicates regularly about students' progress Engages families frequently and successfully Volunteers in school events making substantial contribution Coordinates with specialists 	<p>c. Communicating with families</p> <ul style="list-style-type: none"> - Information about the instructional program - Information about individual students - Engagement of families in the instructional program

Teacher Education Summative Evaluation Form

	<p>Evidence: Miss Lemon has communicated with families on a limited basis; interns have limited opportunities to practice this. She participated in parent-teacher conferences at the beginning of this placement.</p>
<ul style="list-style-type: none"> • Mutual support and cooperation <ul style="list-style-type: none"> • Grade-level/departmental meetings • Engages in analysis, reflection, discussion and debate with intent to improve • Actively participates in a culture of professional inquiry <ul style="list-style-type: none"> • Professional development • Action research • Collaboration 	<p>d. Participating in a professional community</p> <ul style="list-style-type: none"> - Participating in a professional community - Involvement in a culture of professional inquiry - Service to the school - Participation in school and district projects <p>Evidence: Miss Lemon regularly participates in weekly grade level planning meetings, PLCs, and faculty meetings.</p>
<ul style="list-style-type: none"> • Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill • Welcomes feedback and responds/asks for further feedback 	<p>e. Growing and developing professionally</p> <ul style="list-style-type: none"> - Enhancement of content knowledge and pedagogical skill - Receptivity to feedback from colleagues - Service to the profession <p>Evidence: Miss Lemon continues to develop professional goals, both short-term and long-term. These are observable and assessable. She has developed an action plan to work toward attaining her goals.</p>
<ul style="list-style-type: none"> • Displays high standards of honesty, integrity, and confidentiality in interactions with colleague, students, and the public. • Volunteers to participate in before/after school programs • Ensures all students have fair opportunity to succeed. • Open minded and participates in team/departmental decision-making. • Consistent and on time in attendance • Consistent and on time in attendance at team and faculty meetings • Dresses appropriately 	<p>f. Showing professionalism</p> <ul style="list-style-type: none"> - Integrity and ethical conduct - Service to students - Advocacy - Decision making - Compliance with school and district regulations <p>Evidence: This area is somewhat limited in the role of teacher intern. However, Miss Lemon is making the most of the opportunities she has available by participating in available school programs and events. Her attendance and punctuality are exemplary.</p>

Summary:

Suggestions: