

K-6 Teacher Preparation Program Summative Evaluation Form

Intern/Student Teacher: Alyssa Lemon	Date: 4/20/22	School: McNair
Observer: Courtney Burkett	Grade: 6th	Rotation / Observation #: 3- UBD/ Action Research
Mentor: Courtney Burkett	Subject: Math/ Science	Program: MAT

1- Ineffective 2- Progressing 3- Effective 4- Highly Effective

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		
2.5	a:	Demonstrating knowledge of content and pedagogy
2.5	b:	Demonstrating knowledge of students
3	c:	Selecting instructional outcomes
3	d:	Demonstrating knowledge of resources
3	e:	Designing coherent instruction
2.5	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 	<p>a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines.</p> <ul style="list-style-type: none"> - Knowledge of prerequisite relationships - Knowledge of content-related pedagogy <p>Comments and Supporting Evidence: -Within all of your planning for the UBD you always have asked great questions wanting to know how deeply the students need to understand the content. You also were focused on wanting to know what was considered grade level appropriate. You have a solid knowledge of the content and want to help students see sixth grade math as accessible and challenging.</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 	<p>b. Teacher demonstrates knowledge of students.</p> <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 <p>Comments and Supporting Evidence: You seem to have a solid understanding of the emotional and social development of adolescents. Your SEL lessons were socially and emotionally appropriate and engaging. You have a firm understanding of the gradual release model. You design your lessons with the students learning in mind. You designed a variety of get to know you tasks and use that to connect to your students and develop your tasks, and UBD tasks with those potential interests in mind.</p>

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Teacher Plans/Interviews

- 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.

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

Comments and Supporting Evidence:

You have learned to look at the large scope and sequence of lessons. This was evident in the way you tied all the components of your UBD together. You used a variety of resources to develop your lessons. You leaned on district resources such as iready. You also tapped into other digital gaming websites such as gimkit. You created a real world connection to the content.

You tapped into your strengths of creating organized and sequential slide shows to guide student learning.

I noticed you had two learning goals of graphing inequalities and coordinate grids. I am curious why did you select to teach these two learning goals at the same time? for gen ed- it was a bit too much information for them to understand.

I would say an area of growth might be to begin trying different types of modes to glean student learning, such as student made videos, posters.

Teacher Plans/Interviews

- Utilizes several and differentiated resources
- Stays abreast of subject(s) teaches
- Aware of and familiar with resources in and out of school/district
- Guest speakers
- Field trips
- Internet
- Professional organizations
- Media center, computer lab
- Multidisciplinary resources
- Artifacts

d. Teacher demonstrates knowledge of resources.

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Comments and Supporting Evidence:

You had a strength in finding platforms that allowed for game play such as gimkit.

Throughout your UBD you began to utilize video resources to vary and strengthen your lessons. Variety in delivery can sometimes be difficult in math. Knowing and using those resources can provide personality and bring excitement.

Once settled into a grade and subject - I would encourage you to spend a day each week just searching for digital resources to bring connections to your class.

Teacher Plans/Interviews

- Suitable to students and learning outcomes
- Represent significant cognitive challenge
- Differentiated
- Engaging
- Varied grouping
- Clearly defined structure
- Reasonably timed

e. Teacher designs coherent instruction.

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Comments and Supporting Evidence:

You have a great sense of giving lessons structure and timing your lessons. I've seen you improve dramatically over your internship with the timing of your lessons. You are good to print out notes guides for students to follow along with. *I thought this was a great idea!*

A potential area of growth would be to provide fluid small group instruction that allows some students to come on skills they need help with, while others continue to move forward. When you have your own classroom, think about ways to projects or centers for them to work on.

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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
	Comments and Supporting Evidence: You're progressing in this area. I think the ability to track student's learning is progressing. Consider finding ways to group with students based on their progress in class. You've used a variety of tools to assess from quick spot checks, gimkit, google forms and iready comprehension checks. As years pass you might consider having students create their own assessments and rubrics to assignments..

(Overall Strengths, Areas of Improvement and Growth Goals)

Domain 2: The Classroom Environment		
To be completed during observation of a lesson		
Score		
2.5	a:	Designing an environment of respect and rapport
3	b:	Establishing a culture for learning
3	c:	Managing classroom procedures
2.5	d:	Managing student behavior
4	e:	Organizing physical space

Criteria	Key "Look Fors"
Classroom Observation a: Teacher interactions with students. Students' interactions with one another. Supporting Evidence & Comments: You show that you are interested, invested, and concerned with students by your side conversations. You greet them and your body language reveals that you have a genuine attitude towards students. You are polite and encouraging, yet firm if students are not on task and need to be redirected. You hold students	<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

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<p>accountable to their actions, you are not afraid to report misbehaviors or overlook behaviors that are damaging to the classroom learning environments.</p>	<p>out how they feel about the class/lesson</p>
<p><i>Classroom Observation b:</i> The importance of the content. Expectations of learning and achievement. Student pride in work.</p> <p>Supporting Evidence & Comments: Early in the internship during small group learning you focused on not only content but connecting to students. You went out of your way to try to make positive connections. You see the value in all students, even our hardest kids. You have only ever talked about students in a positive manner that supports that all students can learn regardless of background, ethnicity, or level of understanding.</p>	<ul style="list-style-type: none"> • Voice and body language convey enthusiasm • Student 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><i>Classroom Observation c:</i> Routines are clearly established to minimize loss of instructional time. There are clear procedures to manage transitions, distribution of materials and supplies.</p> <p>Supporting Evidence & Comments: You have worked to make plans for possible disruptions by having materials ready and posted on google classroom. I've seen that has systems to maintain students paperwork and procedures in place to help in returning materials back to students in a timely manner. Sometimes your preparation of the materials for lessons is a little last minute. Make plans to stay a week or two ahead when you have a class of your own. Especially on the subjects that you can make plans ahead easily- Ex. Reading routines/ Spelling Routines.</p>	<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><i>Classroom Observation d:</i> 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> <p>Supporting Evidence & Comments: In the event of disruptive behavior Alyssa continues with the lesson, while redirecting students who are being disruptive. Whenever one student blurted you are quick to redirected them to the appropriate behaviors. You circulate and collect the post its. You redirect disruptions such as requests to leave the room.</p>	<ul style="list-style-type: none"> • Appropriate and clear standards of behavior • Alert to student behavior at all times • Consistency • Clear consequences • Demonstrate positive behavior • Sense of respect • Responds to serious behavior problems • Rationale for standards
<p><i>Classroom Observation e:</i> 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> <p>Supporting Evidence & Comments: Materials are organized and easy to access. You make use of resources such as post its for quick feedback from the student</p>	<ul style="list-style-type: none"> • Class arrangement • Use of space appropriate for learning • Safety • Access to instruction • Facilitates learning • Lesson adjustments • Traffic pattern

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(Overall Strengths, Areas of Improvement and Growth Goals)

Domain 3: Instruction		
To be completed during observation of a lesson		
Score		
3	a:	Communicating with students
3.5	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><i>Classroom Observation:</i> Expectations for learning. Directions and procedures. Explanations of content.</p> <p>Supporting Evidence & Comments: She starts the lesson with a bellringer Brianstom , an example of equality and inequality with a partner. She uses the responses to see how much they understand about the vocabulary Alyssa addresses misconceptions of the absolute value sign from an earlier lesson.</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><i>Classroom Observation</i> b: Quality of questions. Discussion techniques. Student participation.</p> <p>Supporting Evidence & Comments: Students use the notes guide to reflect on their own learning. Teacher circulates to make sure students are doing the same and different. Alyssa spends time with a student who struggles to be motivated. She helps guide them through the same and different section of the lesson. Whole Group She uses the opportunity to reinforce the vocab of variables after a struggling student responds they all have numbers and letters. During this time you preview today's lesson by having them look vertically at what $m > 8$ is. This was a great use of teachable moments.</p>
<ul style="list-style-type: none"> Assignments are appropriate and students are cognitively engaged Instructional groups are productive and appropriate for the 	<p><i>Classroom Observation</i> c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.</p> <p>Supporting Evidence & Comments: Materials are aiding in holding students accountable. You have a defined structure of a bellringer, opening a question then discuss it to get students thinking about why we would use</p>

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<p>lesson</p> <ul style="list-style-type: none"> Materials and resources are appropriate and engage students mentally Lesson has a clearly defined structure Pacing is appropriate 	<p>the greater than or equal sign. You use the stand tour vs. advance tour to understand when to apply the open circle vs closed circle. LL noticed that one of the inequalities has a line under it. She made the association that makes the answer including the quantity.</p> <p>**I noticed that JP said put the minus sign under the symbol. Maybe address this misconception at that time.</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>Supporting Evidence & Comments: Students are actively thinking about others thinking. A female made a connection to $M < Z$, you use that moment to clarify this thinking for all students.</p> <p>Alyssa generates a key for kids to use when graphing problems.</p> <table border="1" data-bbox="454 674 651 844"> <tr> <td>$<$</td><td>$>$</td><td>0</td></tr> <tr> <td>\geq</td><td>\leq</td><td>\bullet</td></tr> </table> <p>Alyssa draws a model of the cave to help students understand why we use the different signs.</p> <p>Apply it: She finds that there is no driving route with a distance under 208. At first the students had the inequality sign facing the wrong direction.</p> <p>Suggestions: Have the students underline the sentence telling about what is going on the lesson.</p> <p>Grid Problem She makes connections between quad and the quadrant.</p> <p>Notes:</p> <table border="1" data-bbox="451 1259 1489 1704"> <tr> <th>Word</th><th>in my own words</th></tr> <tr> <td>x axis</td><td>left to right - horizontal</td></tr> <tr> <td>y axis</td><td>up and down- vertical</td></tr> <tr> <td>origin</td><td>where x and y axis meet (0,0). where we start for all plotting of points</td></tr> <tr> <td>x coordinate</td><td>(x,_) the first movement we make left to right movement</td></tr> <tr> <td>y coordinate</td><td>(_, Y) the second movement we make up and down</td></tr> </table>	$<$	$>$	0	\geq	\leq	\bullet	Word	in my own words	x axis	left to right - horizontal	y axis	up and down- vertical	origin	where x and y axis meet (0,0). where we start for all plotting of points	x coordinate	(x,_) the first movement we make left to right movement	y coordinate	(_, Y) the second movement we make up and down
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<ul style="list-style-type: none"> Makes minor adjustments to lesson in a smooth manner 	<p><i>Classroom Observation e: Lesson adjustment. Response to students. Persistence.</i></p>																		

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<ul style="list-style-type: none"> • Successfully accommodates for students' questions and interests • Anticipates and responds to student differences • Persists in seeking approaches for students who are struggling 	<p>Supporting Evidence & Comments:</p> <p>Alyssa ignores the misbehaviors that are minor. Such as a student saying no thanks to wanting to read. Alyssa uses the mustangs ready. Alyssa uses the call back. Alyssa brings the importance of this for future education.</p> <p>Alyssa adjusts lesson to help students understand why we use the different inequality signs. She provides opportunities for keys to be used during lesson.</p>
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(Overall Strengths, Areas of Improvement and Growth Goals)

Domain 4: Professional Responsibilities		
<i>To be completed from evidence of Domain 4 submitted by intern through documentation and from observations of intern during 3rd placement internship experience.</i>		
Score		
2.5	a:	Reflecting on teaching in terms of accuracy and use in further teaching
2.5	b:	Maintaining accurate records
3	c:	Communicating with families
4	d:	Participating in a professional community
4	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>Supporting Evidence & Comments: Alyssa accurately verbalizes where she thinks her students are. You are aware of how motivations and abilities impact student learning. She keeps records of her students learning. She changes her next lessons based on the learning that occurred in today's lessons. She seeks input on how she can have students and actively changes the lessons for subsequent lessons. She frequently is looking for misconceptions that might have caused students to solve problems incorrectly.</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

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	<p>Supporting Evidence & Comments:</p> <p>Alyssa has employed a variety of systems to maintain records and logs of learning. She has set up a data wall for her students' learning targets. She also has an item analysis for her pre and post assessments on her UBD. She actively looks for ways to improve her Action Research lessons to improve the understanding of the content.</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
	<p>Supporting Evidence & Comments:</p> <p>She reached out to the parents of the students she was going to be using in her action research! Additionally she helped in filling out and reflecting on praise and polish sheets for our homeroom students. She created a project to partnership with the local animal shelters and communicated with parents about material needs to make this project happen!</p>
<ul style="list-style-type: none"> • Mutual support and cooperation • Grade-level/departmental meetings • Engages in analysis, reflection, discussion and debate with intent to improve • Actively participates in a culture of professional inquiry • 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>Supporting Evidence & Comments:</p> <p>She attends PLC meetings. When we have our monthly book study and personalized learning committee she actively participates. Additionally she attends faculty meetings and asks about content presented in the meetings. She refers to her action research during meetings and about her findings in her research of methods.</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>Supporting Evidence & Comments:</p> <p>She is taking classes at the university! She actively wants to talk about her practice and wants to know ways she can become a more effective teacher and manage student behaviors.</p>

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<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/departamental 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 <hr/> <p>Supporting Evidence & Comments:</p> <p>Alyssa is one of the hardest working interns I've seen. She wants to do well and holds herself to a high standard. She is a great asset to any classroom! She has been a delight to work with. She is a happy, delightful person to be around. Anyone would be lucky to have her on their team!!</p>
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(Overall Strengths, Areas of Improvement and Growth Goals)