

— SAMPLE —

Evaluation Results

Author: [REDACTED]
Evaluated by: [REDACTED] (evaluator's name is not visible to author)
Date Evaluated: 11/12/2016 01:22:31 PM (EST)
DRF template: Student Teaching Fall [REDACTED] Eval-Template
Program: Student Teaching Fall [REDACTED]
Evaluation Method: Using Form

Evaluation Summary for College Supervisor: Supv-Observation 4

Final Score: Meets Requirement

Detailed Results (Form used: Stockton Student Teacher Observation Form [REDACTED])

Response is required

Stockton Student Teaching Formal Observation Form

This form should be used for all formal observations of the student teacher. A separate midterm & final evaluation form are used after the 3rd and 6th observation by the college supervisor. Contact information is provided at the end of the document if you have any questions or concerns.

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 Observation #

- *College supervisors- minimum of 6 formal observations (3 prior to midterm evaluation & 3 prior to final evaluation)
- *Cooperating teachers- minimum of 4 formal observations (2 prior to midterm evaluation & 2 prior to final evaluation)

Observation 4

.....
 Date of Observation

[REDACTED]

.....
 Cooperating Teacher

Ms. [REDACTED]

.....
 Student teacher

Enter name of student teacher

[REDACTED]

.....
 Student Teacher Z number

Enter Z number of student teacher

[REDACTED]

3 Name of K - 12 School

Name of school of student teacher

[REDACTED]

3 Grade/Subject

Grade 5/ English Language Arts

3 Number of Students in Classroom

21 Students

3 Semester

[REDACTED]

3 Student Teaching Placement Level

Elementary

3 Educators in the Room

This considers all professionals in the room beyond the student teacher. Many times there may be multiple professionals in the room such as para-professionals, inclusion teacher, one-on-one aide, etc. Professionals are all employees of the school that are active in the classroom at the time of observation. Please check of any that were present when you observed. Use "other" for any not listed.

Basic Skills Teacher
Other: Mentor Teacher

Observation Details

Refer to your personal hard copy of The Framework for Teaching Evaluation Instrument, 2013 Edition by Charlotte Danielson when completing this form. You may also seek additional resources at the Supervisor's website, <http://tinyurl.com/TEDUSupervisor>.

3 Date Taskstream lesson plan submitted

[REDACTED]

3 Topic of Lesson

English Language Arts: [REDACTED]

3 What student teaching model is being used?

Traditional vs. Co-teaching. If co-teaching team has not been trained by Stockton, they should be using a student teaching traditional model.

Co-teaching Model

3 If you are co-teaching, please select which of of the seven models is being used in this lesson.

Station Teaching

Domain 1: Planning and Preparation

During pre-observation conference, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

■ DOMAIN I: Planning and Preparation

1a. Knowledge of content and pedagogy

- Knowledge of content and structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b. Knowledge of students

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills,
- Knowledge and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

1c. Selecting instructional goals

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

1d. Demonstrating knowledge of resources

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

1e. Designing coherent instruction

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

1f. Designing student assessments

- Congruence with instructional
- Criteria and standards
- Design of formative assessments
- Use for planning

Details on each component can be found at:
Danielson Framework Reference

Ms. [REDACTED] submitted a lesson plan that had a clear connection between the goal/objective and the CCCS for text structures. The goal of understanding the text structures was supported with an explanation of how achievement would be determined. The lesson goal was suitable to all students. There was appropriate attention to the prerequisites required to work on the multiple structures with previous assessments as a basis for the grouping of the students. Ms. [REDACTED] was aware of the necessary pedagogy needed to address the content and used supportive activities to guide and practice each structure. This demonstrated her attention to the skill levels of her students and the learning process itself. Her station teaching was appropriate using materials that could be handled independently or with teacher guidance depending on student needs. (1a-c)

Ms. [REDACTED] demonstrated her knowledge of the resources used to develop the understanding of text structures and to analyze their purpose, characteristics and form in textual examples. The resources chosen were varied and include multiple experiences with text. Ms. [REDACTED] provided a set of learning station activities in her plan that demonstrated her generally appropriate use of the materials and resources. The instructional groups were determined by earlier assessments and were designed to allow the groups to work at the same pace and level. This also helped the teachers identify the student groups who needed the most help. The lesson plan showed a basic understanding of grouping for skill and identified the roles for the educators in the classroom. Ms. [REDACTED] explained the assessment method and provided a rubric on text structures that would identify mastery of the skill. The rubric would score and identify need for future planning. Ms. [REDACTED] stated that she used earlier assessment data to make up the groups for this lesson. This is an accurate procedure that adjusts future instruction based on student learning. (1d-f)

DOMAIN 2: The Classroom Environment

During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

II DOMAIN 2: The Classroom environment

This domain should address each of the following components:

2a. Creating an Environment of Respect and Rapport

- Teacher interaction with students, both words and actions
- Student interaction with other students, both words and actions

2b. Establishing a Culture for Learning

- Importance of the content and of learning

2c. Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties

2d. Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e. Organizing Physical Space

- Arrangement of furniture and use of physical space
- Safety and accessibility

Details on each component can be found at:
Danielson Framework Reference

Ms. [REDACTED] was in command of the class prior to the beginning of the lesson. She called her students to attention and explained what they would be learning today and what was going to be reviewed. Her explanation was short and included aspects of the different text experiences the students had practiced already. Her interaction with the students at this point and throughout the lesson was genuinely targeted at the content and she explained both content and direction with clarity and precise language. Her procedures are intact for this subject area. She has the support of two professionals and demonstrated that she can follow the format of the classroom procedures in her lessons. She also assumed a greater lead role assigning the other professionals their tasks and/or support. All materials were readily available to all the students. In her initial explanation Ms. [REDACTED] reviewed each station and what was expected and what materials were present at the station. She even provided pencils at each station so that students did not have to bring anything with them. She explained all transition rotations and direction in which each group would move. All these areas demonstrated her growing ability to manage the classroom through preparation and personal inquiry into management strategies. At this point Ms. [REDACTED] is managing this area in an effective manner. (2a-c)

Ms. [REDACTED] arranged the stations according to the student desk groups in this classroom. All materials and technology were supplied. The students moved around the classroom with ease. Her use of the classroom was safe and accessible to all students as they worked. While the students were at each station the three teachers in the room supplied support and guidance for the students who needed it. The expectations were relayed by Ms. [REDACTED] earlier in her directions and initial whole group meeting at the beginning of the lesson. She also used her behavior management program with the students and the students knew that they were working on points based on their group's effort to follow the rules. There were no obvious misbehaviors in this class. Ms. [REDACTED] was both physically present and connected with her students via oral comments on their work and their attendance to the tasks. All these examples support her management of the behavior in the classroom in consistent and regulated manner. (2d-e)

DOMAIN 3: Instruction

During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

III DOMAIN III: Instruction

This domain should address each of the following components:

3a. Communicating with Students

- Expectations for learning
- Directions for activities
- Explanation of content
- Use of oral and written language

3b. Using Questioning/Prompts & Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

3c. Engaging Students in Learning

- Activities and assignments
- Grouping of students

- Instructional materials and resources
- Structure and pacing
- 3d. Using Assessment in Instruction**
- Assessment and criteria
- Monitoring of students learning
- Feedback to students
- Student self-assessment and monitoring of progress
- 3e. Demonstrating Flexibility and Responsiveness**
- Lesson adjustment
- Response to students
- Persistence

Details on each component can be found at:
Danielson Framework Reference

In this lesson Ms. ██████ began with a short review and examination of the structures of text: chronological order, descriptive text, cause and effect, problem and solution, and compare/contrast. Although brief she concentrated on the characteristics of the text and how they differed. Her communication was appropriate for the skills and she entertained questions from the students and explained again if necessary. She used her questions and prompting mostly in the station setting. However, she did do some discussion during the whole group instruction which was geared at bringing about necessary knowledge of the characteristics of text and their purpose. At this point her questioning is mostly appropriate with some indications that she attempts to extend her line of questioning to explore further. The students were engaged during the entire lesson when observed. They were attentive and worked on each area station continuously during each timed station period. There was no confusion about how each station worked and what was expected and although each student worked at their own pace they were confident in what they were required to do. All materials were provided and the students passed in their work as they left each station area. The structure and pacing was suitable for most students and there would be time provided to complete any final additions to their work later in the day at their independent work time. These indicate Ms. ██████'s genuine attempt to use the whole period of instruction in engagement of learning. (3a-c)

Ms. ██████ assessed the students in an appropriate manner. The rubric is simple and contains a measure of the necessary aspects of text structure analysis. She used only one example of text structure in the assessment and the students had to identify the structure with supporting evidence. Ms. ██████ has been using a similar assessment in the prior lessons varying the structure in the assessment so that she can glean data for her future lessons. Ms. ██████ continues to be a responsive educator. She is able to adjust and respond in a timely fashion when adjustments are warranted. She is in tune with the needs of her students at this point in the placement and is persistent in her efforts to have them understand and succeed. This was noted at various points in her lesson. (3d-e)

■ DOMAIN IV: Professionalism

This domain should address each of the following components:

- 4a. Reflecting on teaching**
- Accuracy
- Use in future teaching
- 4b. Maintaining accurate records**
- Student completion of assignments
- Student progress in learning
- Non-instructional records
- 4c. Communicating with Families**
- Information about the instructional programs
- Information about individual students
- Engagement of families in the instructional program
- 4d. Participation in a Professional Community**
- Relationships with Colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects
- 4e. Growing and Developing Professionally**
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession
- 4f. Showing Professionalism**
- Integrity and ethical conduct
- Service to Students
- Advocacy
- Decision Making
- Compliance with school/district regulations

Details on each component can be found at:
Danielson Framework Reference

Ms. [REDACTED] is reflective on her lessons in our discussion following her observations. She is able to see the relevance of suggestions and is open to ideas on how to improve. She used these discussions to concentrate on specific needs and continues to improve with each observed lesson. She is maintaining accurate records on instruction and also is in charge of non-instructional records. She will be submitting her work in communicating with families in writing via email so that these areas can be included in area 4c. (4a-c)

Ms. [REDACTED] is learning much from the two mentor teachers she works with in this placement. Each style of teaching is different and she is gaining experience in both of those styles. She has a good learning relationship with both mentors. She does participate in the school activities and functions. She is able to identify the important role she has as an educator and as an example for her students. In the area of content knowledge Ms. [REDACTED] is showing tremendous strides in English Language Arts and Mathematics with the ELA as her strongest content area based on her structure, planning and execution of the lesson. She seems very receptive to ideas on strategies and methods from both her mentors and her supervisor. All these areas are appropriate for a pre-service teacher and she should be encouraged to continue to learn as much as possible about content and strategies from her mentors. (4d-e)

Ms. [REDACTED] is ethical in her behavior and conduct. She is a good example for her students. She is consistent in her professional behavior in the classroom while teaching as well as when she is observing. She is making some limited decisions at this point as she takes on more of the instructional day. She is in compliance with the district rules and regulations at this point in her placement.

8 Accommodations (Describe)

Please describe accommodations made in planning or that took place during instruction.

Accommodations for students identified with various needs were supported by the Title 1 teacher. Students were also grouped according to previous assessments so that teachers would be able to monitor and manage the groups at the stations at their correct level.

8 Technology Integration? (Describe)

Please describe any technology used, other than word processing, in planning or during instruction.

iPads were supplied at a station. Using the teacher computer music was softly playing in the background during the station part of the lesson.

8 Conferencing Notes w/Cooperating Teacher

In the area below, provide a brief summary of conversation with the cooperating teacher regarding student teacher progress including observations regarding improvement/change since the last visit.

Ms. [REDACTED] is pleased with how Ms. [REDACTED] is taking over more of the responsibilities in the classroom. They have been working on needs Ms. [REDACTED] may have and the lesson was evidence of success.

School of Education

Please direct any questions, concerns, or technical issues to:

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Form Information

Danielson, Charlotte (2014). The Framework For Teaching Evaluation Instrument, 2013 Edition. Princeton, NJ: Charlotte Danielson Group.

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