

Evaluation Results

Author: [REDACTED]

Evaluated by: [REDACTED] (evaluator's name is not visible to author)

Date Evaluated: 11/16/2016 06:16:42 PM (EST)

DRF template: Student Teaching Fall 2016 Eval-Template

Program: Student Teaching Fall [REDACTED]

Evaluation Method: Using Form

Evaluation Summary for College Supervisor: Supv-Observation 5

Final Score: Meets Requirement

Detailed Results (Form used: Stockton Student Teacher Observation Form Spring 16)

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.

.....
.....
 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 5

.....
.....
 Date of Observation

11/14/16

.....
.....
 Cooperating Teacher

[REDACTED]

.....
.....
 Student teacher

Enter name of student teacher

[REDACTED]

.....
.....
 Student Teacher Z number

Enter Z number of student teacher

[REDACTED]

Name of K - 12 School

Name of school of student teacher

[Redacted]

Grade/Subject

5 - E/LA

Number of Students in Classroom

20

Semester

Fall [Redacted]

Student Teaching Placement Level

Elementary

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.

Inclusion Teacher
Other: Co- 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>.

Date Taskstream lesson plan submitted

[Redacted]

Topic of Lesson

~~Critical Reading~~ ~~Reading Comprehension~~

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

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

Mr. [REDACTED] has consistently crafted thoughtful and detailed lesson plans that reflect understanding of each Domain 1 component. He puts forth good effort in explaining each instructional activity and relationship to the lesson's objective. In station teaching, he segments the lesson into specific time frames for each (co) teacher's station (depending upon the activity, 10, 15, or 20 minutes) and explains, in detail, the activity therein. Each lesson's objective is spelled out in measurable terms in accord with established benchmarks. The tasks required of the students to achieve the lesson's objective are clearly spelled out at the outset of instruction. Instructional activities assigned for each teacher at each station were clearly spelled out which facilitate implementation. Mr. [REDACTED] plans (and as observed in lesson execution) reflect sound content knowledge.

Mr. [REDACTED]'s goals and objectives of his lessons are aligned with each other, the instructional activities, and the NJCCCS. His pedagogy is customarily aligned with student academic needs and the content being presented.

In essence, Mr. [REDACTED] is a good lesson planner. It is evident that he works hard to cover all aspects of Domain 1 and be fully prepared to teach every day. However, as to be explained under Domain 3 (Instruction), the connectedness between that good planning and the effective implementation if those plans have been of inconsistent quality. Mr. [REDACTED] should be further along in his development to be an effective teacher. He has the willingness to do well, and puts forth the requisite effort to do so. Basically, consistently successful lesson execution has been elusive for Mr. [REDACTED].

These matters will be further addressed under *Instruction*.

DOMAIN 2: The Classroom Environment

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

Printed on: 01/12/2017 01:10:56 PM (EST)

created with  taskstream

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

Mr. █████ continues to enjoy (as he has all semester) a good rapport with the students as evidenced by the following:

- *the existence of established and consistently well implemented classroom practices and procedures. This observation was conducted at the very beginning of the day. As the students arrived to class, they immediately hung up their coats, secured their ipads and other needed instructional materials, settled into their seats and began working on the "Achieve" (Happy Meals) tasks clearly projected and explained on the Promethean Board. All that was done with precision, focus and clearly indicated that a "Culture of Learning" existed in this classroom. An attitude of "We are here to teach and learn and enjoy being here to do so" pervaded the room. (Note - as this is a co-teaching arrangement, the lines between who owns responsibility for fostering such a quality learning environment are blurred, hence, both Mr. █████ and Mentor Teacher █████ must share the credit).
- *Mr. █████'s knowledge of the students as demonstrated by his ability to discuss personal matters with them, events in their lives, know their interests and, in conjunction with Mentor Teacher █████ and Inclusion Teacher █████, group the students according to developmental and academic needs.
- *the minimal need for any significant admonishments for inappropriate behavior. The students responded well to Mr. █████'s directives which were always issued respectfully ("Please", "Thank you", "I appreciate..."). Mr. █████ praised the students for good work and procedural compliance with expressions such as, "I'm impressed with...", "Nice work". The students appreciated such positive commentary.
- *the effective use of the room's square footage for station work. Each station was situated far apart enough not to be distracting of one another. Station time was productive time.

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

As noted above, the main concerns regarding Mr. [REDACTED]'s teaching performance exist among the components of Domain 3 - Instruction. The gap between his good planning and execution is wide and suggestions provided by both Mentor Teacher [REDACTED] and this supervisor have been inconsistently implemented. We ask, "Does he get it?" and wonder if he can make the necessary adjustments to his teaching skills to reach competency. It is our belief that he can, but his inconsistent performance casts doubt.

Identified specific issues observed, reported on, and discussed with Mr. [REDACTED] are as follows:

- *his questioning technique generates short, often one word responses to which he will often provide the answers. Too few questions generate thought or student - student follow up/enhancement questions.
- *an imbalance of student talk/participation vs. teacher talk/participation in the learning process (student engagement - 90% teacher, 5% student)
- *student inattentiveness (negatively affected by the above talk/participation imbalance)
- *checking for understanding of content during large group instruction. Although Mr. [REDACTED] checks for understanding with students individually at stations, in large group, he will simply ask generally, "Any questions?" and, with little or no wait time for a response, move on.
- *either due to a lack of confidence or a shortage of strategies, Mr. [REDACTED] is reluctant to stray from the planned lesson plan even when the students seem to struggle and the designed lesson needs alteration, re-direction and/or adjustment.

Ongoing recommendations shared with Mr. [REDACTED]:

- *prepare questions that require thought and more than one word answers (incorporate **how?**, **why?** questions and directives such as, "**explain**", "**compare**", "**contrast**"; ask students to **build upon** one another's responses/contributions to discussion points; **delve deeper** into concepts and provide students background to help them do so)
- *instead of asking generally "Any questions?", ask **individual students to reiterate or re-explain** what was taught for the class' benefit and to determine whether or not review is called for. This will have a positive effect on the balance of student vs. teacher talk.
- *be less concerned with finishing the lesson's plan and more concerned with the students' assimilation of content. Do not lose the students along the way in the interests of finishing all the lesson's instructional activities. Briefly pause and reflect on the students' progress as a lesson unfolds.
- *understand that it is important and necessary, at times, to alter your lesson plan according to the interest level of the students, sophistication of the content, resources chosen for use in the lesson, etc. Continue to observe Mentor Teacher [REDACTED] and the manner in which she senses those issues and adapts accordingly. Also, continue to research strategies to increase your flexibility and adaptability. Use your prep time, if possible, to visit other classrooms for additional exposure to such strategies.

❏ 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

Mr. █████ is a hard working individual who has the students best interests always in mind. He works hard to do well. He is a gentleman and an excellent role model for his students. He is aware of and willingly shares his shortcomings in post conferences. He sincerely wants to increase his effectiveness and improve his teaching skills. But his development as an educator fully ready to take on the responsibility of his own class of students has not, as yet, reached an acceptable level. In conversation with Mr. █████, he seems to concur.

Mentor Teacher █████ and this supervisor have submitted suggestions for improvement to Mr. █████ with somewhat limited implementational success. Those suggestions have been resubmitted as noted above.

A request for our Dean to visit Mr. █████ for additional input has been submitted.

Mr. █████ should be aware that this supervisor, Mentor Teacher █████ are eternally supportive of Mr. █████ and pulling for his success.

❏ Accommodations (Describe)

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

Station activities are designed around the academic and developmental needs of the learners. Students will rotate the stations receiving individual help as needed. Stations are rotated every 20 minutes.

❏ Technology Integration? (Describe)

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

Promethean Board shall be used for explanation of introductory activities, "Do Now", and direct large group instruction. I pads will be used to access "Achieve" activities and assessment.

❏ 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.

An in-depth discussion was conducted with Mentor Teacher █████ after the observation. Both she and this observer discussed the above concerns regarding Mr. █████'s teaching performance and his lack of sufficient growth. Suggestions for improvement above were mutually determined and addressed with Mr. █████ shortly afterwards. To summarize, the main concerns center around:

*Student engagement

*Questioning technique

*Ability to demonstrate sensitivity to the comprehension level of the students during instruction and adapting accordingly (more concern about implementing the lesson plan than the students' assimilation of the content)

*Adapting instruction and being flexible as lessons unfold.

These issues have been addressed with Mr. [REDACTED] in earlier observation reports and post observation conferences.

School of Education

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

Stockton University
School of Education
101 Vera King Farris Drive, Galloway, NJ 08205
Phone: (609) 652-4688 Fax: (609) 626-5528
E-mail: Jeanne.DelColle@stockton.edu

Form Information

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

Revised 12/2015
