Student Teaching Fall 2017
Evaluation & Expectations

I want to hear what you learned so far. Go to PollEv.com/drboakes or Text the phrase “DRBOAKES” to 37607

Presented by:
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Program Coordinator of the TEDU Program
What’s a must-remember tip based on what you learned so far about student teaching in 5 words or less?

To respond go to PollEv.com/drboakes or Text the phrase “DRBOAKES” once to 37607
Expectations during Student Teaching

If in doubt check....
What will my semester include?

- 15 consecutive week experience
  - Traditional or Co-teaching model
- Final Clinical Practice Seminar
  - Bi-weekly seminar held on campus
- edTPA Captone
  - Select Fridays 8:30-11:10am
I have 4 words for you...

– Present
– Punctual (that means early!)
– Prepared
– Professional
What about being absent?

– You should make EVERY effort to not miss
– If you are truly ill, you need to notify your cooperating teacher & university supervisor as soon as possible
– Destination weddings, external job interviews, appointments, picking up children, etc…. are NOT good reasons to be late, absent or otherwise not present.
– ALWAYS communicate any attendance issues with your cooperating teacher and college supervisor!
Look for the absence request form......

You will submit any absence requests in Taskstream.
What is my supervisor’s role?

- Offer their expertise in teaching & supervision
- Serves as the link between Stockton and your school
- Coordinates with your mentor teacher
- Assists you with questions and concerns you have
- Evaluates your performance in the field (along with your mentor teacher)
What work will I have to do at my assigned school?

- Slowly take on responsibilities of the cooperating teacher
  - Instructional & non-instructional
  - *If in “co-teaching” you share responsibilities throughout experience
- Prepare weekly & daily lessons as determined by your supervisor & mentor teacher
- Submit lessons for each formal observation by the college supervisor & mentor teacher
- Plan for and complete the edTPA tasks associated with your certification area
Reminders about edTPA

- It is your responsibility to take all steps to get this required performance assessment done.
- You will work collaboratively with all parties to arrange for elements of edTPA that take place in the classroom.
- You will receive guidance from edTPA Capstone
- You are expected to be familiar with and adhere to acceptable support guidelines.
- You are expected to adhere to all procedures & policies set by Stockton and the school district.
Process of Evaluation during Student Teaching
What we use to assess performance

Charlotte Danielson’s FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation
- Demonstrating Knowledge of Content and Pedagogy
  - Content and the structure of the discipline • Prerequisite relationships • Content-related pedagogy
- Demonstrating Knowledge of Students
  - Child and adolescent development • Learning process • Special needs
  - Students’ skills, knowledge, and language proficiency • Students’ interests and cultural heritage
- Setting Instructional Outcomes
  - Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners
- Demonstrating Knowledge of Resources
  - For classroom use • To extend content knowledge and pedagogy • Resources for students
- Designing Coherent Instruction
  - Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure
- Designing Student Assessments
  - Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

DOMAIN 2: The Classroom Environment
- Creating an Environment of Respect and Rapport
  - Teacher interaction with students, including both words and actions • Student interaction with students, including both words and actions
- Establishing a Culture for Learning
  - Importance of content and of learning • Expectations for learning and achievement • Student pride in work
- Managing Classroom Procedures
  - Instructional groups • Transitions • Materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals
- Managing Student Behavior
  - Expectations • Monitoring student behavior • Response to student misbehavior
- Organizing Physical Space
  - Safety and accessibility • Arrangement of furniture and use of physical resources

DOMAIN 3: Instruction
- Communicating With Students
  - Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language
- Using Questioning and Discussion Techniques
  - Quality of questions/prompts • Discussion techniques • Student participation
- Engaging Students in Learning
  - Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing
- Using Assessment in Instruction
  - Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress
- Demonstrating Flexibility and Responsiveness
  - Lesson adjustmen • Response to students • Persistence

DOMAIN 4: Professional Responsibilities
- Reflecting on Teaching
  - Accuracy • Use in future teaching
- Maintaining Accurate Records
  - Student completion of assignments • Student progress in learning
  - Noninstructional records
- Communicating with Families
  - Information about the instructional program • Information about individual students
  - Engagement of families in the instructional program
- Participating in a Professional Community
  - Relationships with colleagues • Participation in school and district projects
  - Involvement in culture of professional inquiry • Service to the school
- Growing and Developing Professionally
  - Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession
- Showing Professionalism
  - Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulations
This tells you what effective teaching is and how to accomplish it. It should be your guide throughout student teaching!

Get a free, downloadable copy at: https://danielsongroup.org/framework/
Creating an Environment of Respect and Rapport

**Developing - Level 1**

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

**Basic - Level 2**

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

**Proficient - Level 3**

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

**Distinguished - Level 4**

Classroom interactions between the teacher and students and among students are highly respectful, reflect genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Supervisor’s Evaluation

• Minimum of 6 formal observations that include
  – Review of Taskstream lesson before implementation
  – Observation of lesson
  – Post-observation discussion
  – Regular conversation w/your mentor teacher
  – *1 unannounced observation

• An initial progress report, mid-term and final evaluation w/levels of performance

• A final grade determination
Mentor Teachers’ Evaluation

• A minimum of 4 formal lesson evaluations including:
  – Review of your *lesson plan* prior to instruction w/possible pre-conference
  – Observation of lesson
  – Post-observation discussion

• Mid-term and final evaluation consultation w/ supervisor

• Input provided to supervisor for final grade determination
All student teaching documents are in Taskstream

This is where your progress will be tracked throughout the term!
Gearing up for formal observations...

- **Step 1** - Prepare & submit the lesson for review
- **Step 2** - Attach the final lesson plan in the Student Teaching DRF folder and submit for evaluation
- **Step 3** - After everything is done write a reflection on how it went back in the lesson within lesson builder......

Here’s a quick snapshot of how it looks
It’s a 3 step process for formal observation... starting w/lesson submission

**Step 1**
Submit lesson for review 3-4 days PRIOR to a scheduled formal observation by your college supervisor or cooperating teacher.
You attach a copy of your lesson in the appropriate Taskstream DRF folder to allow your college supervisor/cooperating teacher to complete your observation. (Also 3-4 days prior to observation)

This step is important! It allows the supervisor/teacher to write your evaluation.
You will write a reflection within your lesson plan after your observation is complete and you have discussed your lesson with your supervisor.

We will email you the details. Keep an eye out for it!
A few reminders

• Lesson plans should showcase your knowledge & skills in planning! Minimally we suggest:
  – 3 to 4 pages in length
  – Be explicit about content & pedagogy
  – Be thorough

• A formal evaluation cannot be completed if you don’t follow the instructions on submission!

• The feedback you get with each observation should serve as a guide to you.
How your progress is tracked...

Observation 1
Initial progress report (w/scores)

Observation 3
Midterm Evaluation (w/scores)

Observation 5
Final Evaluation (w/scores & grade)

Observation 2

Observation 4
Midterm Evaluation

Observation 6

Observation 3
Final Evaluation

Observation 4
A sample of the university supervisor observation form

**DOMAIN 2: The Classroom Environment**

During observation of instruction, note areas of interest and specific evidence to assess.

### 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

The classroom environment was very welcoming. Upon arrival to the room Ms. Abhau introduced this supervisor to the young boys and girls in the class. The climate reflected a mutual respect among adults and students. Students were calm, polite, and exhibited admirable behavior throughout the observed lesson. The furniture, materials, and other items in the room were orderly and did not present any apparent safety concerns.

Ms. Abhau has created a classroom management system that the students appear to enjoy. They earn marbles/balls throughout the day for positive behavior, attending to direction/instructions, positive demonstration of work efforts, etc. At the end of the week, if students have achieved the targeted goal they are permitted to pop one of the paper coverings on the board to receive the hidden reward. Thus far students have earned the sweet reward of hot cocoa and the privilege of extra fun time.
1. Observation Form

This form will be available for review and printing upon completion. Once entered into Taskstream as meeting requirements, the student teacher and college supervisor can view evaluation completed.

2. Student teacher name

Student teacher first name

Chelsea

Student teacher last name

Abhau

3. Lesson title and number of students in attendance

Lesson title

Dividing by 0 and 1

Number of students

16

4. Today’s Date

February 3, 2017

5. Lesson Planning: Content

Please pull down the choice that comes closest to what you observed

3-Solid command of content knowledge

6. Lesson Planning: Student Needs

Please pull down the choice that comes closest to what you observed

3-Addressed a variety of student needs, abilities and cultural heritage

Comments about lesson planning student needs

She is aware of which students need manipulatives, and even rearranged the seating assignments to accommodate all students. She is constantly giving reminders to one student who has ADD. She has visual aides to help the different learners.

7. Lesson Planning: Outcomes

Please pull down the choice that comes closest to what you observed

2-Outcomes are sometimes related, correct level of rigor for most learners, and some may be measured.

Comments about lesson planning outcomes

She engaged the learners right away with her jolly rancher problem. A suggestion I would make is to include some technology or more hands on practice to ensure that every kid was on task. As she was checking if they got the problems right, I suggest that she could check for understanding to be sure that they know what they are doing, and why they are doing it. She complimented them for doing the division problem the different way, but modeling it, or having a student show it on the board, would be more effective.
The style for midterm & final evaluation

Midterm Evaluation - Use during the 4th Post Observation Conference
This serves as a summative evaluation of performance midway through the student teaching experience.

If Designing Student Assessments

Alignment:
- EdTPA
- Planning assessments to monitor and support student learning - R5
- Student use of feedback - R13
- Using assessment to inform instruction - R13
- InTASC 6

1. Assessment procedures are **not congruent** with instructional outcomes and **lack criteria** by which student performance will be assessed. The teacher has **no plan** to incorporate formative assessment in the lesson or unit.
2. Assessment procedures are **partially congruent** with instructional outcomes. Assessment criteria and standards have been **developed, but they are not clear**. The teacher’s approach to using formative assessment is **rudimentary**, including only some of the instructional outcomes.
3. **All** the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been **adapted for groups of students**. Assessment criteria and standards are **clear**. The teacher has a **well-developed strategy** for using formative assessment and has designed particular approaches to be used.

**Level of performance:**

2

Domain 1: Planning and Preparation Comments

Scores range from basic to proficiency concerning the general categories in Domain #1. Her lesson plans are consistently submitted in a timely fashion for review and feedback. Instructional designs are well organized, thoroughly scripted, and coherently aligned to curriculum and the common core standards for her assigned grade level. At times pedagogical strategies reflect rudimentary assessment measures. Overall, she demonstrates preparedness, competency of the subject matter, and a variety of instructional activities & resources to implement the targeted lesson goal and objective.
Final Evaluation & Grade for Student Teaching

• **A Range (A or A-)** — Indicates that the student teacher has **consistently met** all expectations of the program, supervisor, and cooperating teacher throughout the course of the semester and demonstrated a **basic level** of performance in all four domains during or prior to the final evaluation.

• **B Range (B, B+, or B-)** — Indicates that the student teacher has **generally, but with some inconsistencies**, met the expectations of the program, supervisor, and cooperating teacher during the semester and demonstrated a **basic level** of performance in all four domains during or prior to the final evaluation.
What can happen if things don’t go well?

- **Termination**
  - Self-termination
  - Termination by the school district
  - Termination by the School of Education

- **No “I” in student teaching**

- **Withdraw from semester**
  - Tuition & fees
  - Other incurred expenses by SOE

See *Student Teaching Termination Policy in Student Teaching Handbook* for more information.
What should I do if I have problems?

- Talk to your cooperating teacher
- Consult with your supervisor
- Talk to your student teaching seminar instructor
- Talk to someone from SOE
  - Ms. Jeanne DelColle- Strat. Partnership Specialist
  - Dr. Norma Boakes- Program Coordinator
  - Dr. John Gray- Asst. Dean

Tip-
Don’t wait until it’s too late!
A few parting words from last semester’s student teachers...

*Video recorded on Swivl & loaded to Swivl Cloud*
How can I get ready now for student teaching?

- Contact your cooperating teacher
- Use and check your Stockton email account
- Make sure your Taskstream account is active
- Get your curriculum, school calendar & other important school documents
- Get to know your cooperating teacher & their classroom if possible
- Review materials & start preparing for lesson planning
- Read your Student Teaching Handbook!
- Review our website... www.stockton.edu/educ (under final clinical practice semester)