## Winter Field Evaluation

### ENGAGE

Engage students in an inclusive and supportive learning community.

| 1.1 Establish respectful and productive relationships with students and families. | Unsatisfactory (1) | Developing (2) | **Proficient (3)** | Advanced (4) |
|---|---|---|---|---|
| • Demonstrates interest, value, and respect for students' home cultures and communities.<br>• Demonstrates positive rapport with students and facilitates positive rapport between students (e.g. empathy, patience, caring).<br>• Communicates belief in capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations).<br>• Communicates with parents/families to gather information on student needs, provide support, and share data about student progress. | | | | |

**Respect for students' culture and community**
**Evidence/Comments**

• Demonstrates interest, value, and respect for students' home cultures and communities.

**Positive rapport**
**Evidence/Comments**

• Demonstrates positive rapport with students and facilitates positive rapport between students (e.g. empathy, patience, caring).

**Belief in capacity**
**Evidence/Comments**

• Communicates belief in capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations).

**Communication with parents/families**
**Evidence/Comments**

n/a

1.2 Use equitable classroom management strategies.
• Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student accountability (e.g., precise directions, positive narration, rewards/consequences).
• Ensures students follow behavior norms by promptly redirecting inappropriate behaviors and enforcing consequences.
• Uses predictable transition strategies effectively to maximize time on task.
• Uses an efficient process to ensure students have appropriate materials for learning.
• Incorporates student voice and choice in developing classroom community.

| Unsatisfactory (1) | Developing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|

### Behavior Management System
**Evidence/Comments**

• Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student accountability (e.g., precise directions, positive narration, rewards/consequences).

### Positive narration
**Evidence/Comments**

• Ensures students follow behavior norms by promptly redirecting inappropriate behaviors and enforcing consequences.

### Redirection and consequences
**Evidence/Comments**

• Uses predictable transition strategies effectively to maximize time on task.
-no instances of misbehavior

### Transitions
**Evidence/Comments**

• Uses predictable transition strategies effectively to maximize time on task.

### Appropriate learning materials
**Evidence/Comments**

• Uses an efficient process to ensure students have appropriate materials for learning.

### Student voice and choice
**Evidence/Comments**

• Incorporates student voice and choice in developing classroom community.
-T provides students multiple opportunities to give students the chance to share their thoughts and voices on the content.

1.3 Actively engage students in learning.
• Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques) to ensure equitable student participation.
• Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.
• Provides opportunities for students to experience joyful learning that includes discovery, application, and/or collaboration.

| Unsatisfactory (1) | Developing (2) | Proficient (3) | Advanced (4) |
| --- | --- | --- | --- |

**Active engagement strategies**
**Evidence/Comments**

• Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques) to ensure equitable student participation.

**Multiple learning styles**
**Evidence/Comments**

• Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.

**Joyful learning**
**Evidence/Comments**

• Provides opportunities for students to experience joyful learning that includes discovery, application, and/or collaboration.
-started the day off with music the students choose and loved. (and was classroom appropriate.

TEACH

Teach equitably by establishing high expectations for student achievement and providing support.

3.1 Set context for lesson.
• Posts, previews, and reviews clear, rigorous, measureable content and language objectives (CLOs).
• Provides rationale that connects content to students' background experiences, prior content knowledge, skills, and/or interests.
• Promotes real-world application that facilitates college and career readiness.
• Clearly defines performance expectations orally and in writing using student-friendly language.

| Unsatisfactory (1) | Developing (2) | Proficient (3) | Advanced (4) |
| --- | --- | --- | --- |

**Objective**
**Evidence/Comments**

• Posts, previews, and reviews clear, rigorous, measureable content and language objectives (CLOs).

### Rationale/Real world application
**Evidence/Comments**

-T provides clear expectation as to why students have not learned about the Black Panthers yet.
• Promotes real-world application that facilitates college and career readiness.
-T pushes students thinking on the impact the Panthers had and how they were able to grow and develop into a force

### Performance expectations
**Evidence/Comments**

-T makes clear the work expectations of the students of the day
-Students are clear on what they are supposed to be doing during individual work time

| 3.2 Facilitate clear and rigorous learning experiences. | Unsatisfactory (1) | Developing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|---|
| • Provides clear, concise, and comprehensive explanations and representations of content.<br>• Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning.<br>• Aligns learning experiences to objectives.<br>• Adequately paces learning experiences by attending to student learning cues. | | | Proficient (3) | |

### Clear explanation of content
**Evidence/Comments**

• Provides clear, concise, and comprehensive explanations and representations of content.

### Modeling and gradual release
**Evidence/Comments**

-T models the thinking about the content for the students
-T provides opportunity for students to demonstrate their understanding in their home language

### Learning aligned to objective
**Evidence/Comments**

-Student work clearly aligned to the objective and content of the class period

### Pacing and adjustments
**Evidence/Comments**

-T paces the class in a way that allows students to move along with the T

| | Unsatisfactory (1) | Developing (2) | Proficient (3) | Advanced (4) |

3.3 Promote rigorous academic talk. [not included in grade]
• Promotes high-level thinking by holding students accountable for using precise language, making accurate claims, and articulating sound reasoning.
• Facilitates academic conversations by posing high-level questions and asking students to explain their thinking (e.g., elaborate, clarify, provide examples, build on or challenge ideas, paraphrase, synthesize).
• Encourages students to contribute their own perspective, use multiple perspectives, and ask probing questions.

| Unsatisfactory (1) | Developing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|

### Hold students accountable
**Evidence/Comments**

-Students are given the opportunity to talk but T does not call on students if they do not volunteer to speak
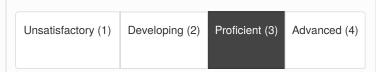
### Student explain their thinking
**Evidence/Comments**

-on graphic organizer students are given the opportunity to explain thinking

### Multiple Perspectives
**Evidence/Comments**

-Some but not a lot of students are able to explain their thinking or provide their perspective in the whole group setting.

3.4 Make content and language comprehensible for all learners. [not included in grade]
• Makes strategic use of students' first language and/or uses materials in students' home language to increase comprehension of language and content.
• Incorporates a variety of manipulatives and realia that support content learning, language development, and multiple learning styles.
• Makes content comprehensible by incorporating visual representations, explicit vocabulary support, graphic organizers, total physical response, and modeling.

| Unsatisfactory (1) | Developing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|

### Language Supports
**Evidence/Comments**

• Makes strategic use of students' first language and/or uses materials in students' home language to increase comprehension of language and content.
-T provides multiple language options for students
-T speak in student home language to ensure understanding of content and ask

### Manipulatives/realia
**Evidence/Comments**

• Incorporates a variety of manipulatives and realia that support content learning, language development, and multiple learning styles.

**Differentiation**
**Evidence/Comments**

-Language support for those that needed it
-No other visible examples of differentiation

| 3.5 Use formal and informal assessment data to monitor student progress toward learning targets. | Unsatisfactory (1) | Developing (2) | Proficient (3) | Advanced (4) |

3.5 Use formal and informal assessment data to monitor student progress toward learning targets.
• Collects data on individual student progress toward meeting learning objectives and analyzes data to adjust instruction for individuals and subgroups.
• Engages students in continually assessing their own progress toward lesson objectives.
• Provides students with frequent, timely, specific, and individualized feedback.
• Consistently checks for understanding and adjusts instruction according to evidence of student learning.

**Collects/analyzes data**
**Evidence/Comments**

-T collect some data, not sure how it is use to inform instruction

**Student self-assessment**
**Evidence/Comments**

-students given the opportunity to work independently and check their own progress in the material

**Timely, frequent feedback**
**Evidence/Comments**

-T provides limited feedback to students

**Make checks & adjusts for understanding**
**Evidence/Comments**

-T uses formal and informal checks for understanding with students.

3.6 Differentiate instruction to challenge students and meet diverse student needs. [not included in grade]
• Uses assessment data to differentiate instruction according to students' levels of language and academic proficiency, learning styles, or interests.
• Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs.
• Presents options for differentiated content, process, or products that allow students to engage in self-directed learning.
• Collaborates with support specialists to develop and apply specific accommodations for individual students based on language needs, IEPs, and other legal requirements.

| Unsatisfactory (1) | Developing (2) | Proficient (3) | Advanced (4) |

**Use data to differentiate**
**Evidence/Comments**

-no clear example

**Flexible grouping strategies**
**Evidence/Comments**

-students are seated and are able to work with other students from their language group

**Options for self-directed learning**
**Evidence/Comments**

-students are working independently on graphic organizer tied to the video they are watching

**Collaborates with support specialists**
**Evidence/Comments**

n/a

LEAD

   Lead by exemplifying standards of professional practice.

| | |
|---|---|
| 4.1 Meet professional standards of practice.<br>• Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes.<br>• Maintains professional demeanor (e.g., business-like appearance, positive relationships & collaboration, appropriate boundaries) in accordance with school, district, and/or university policy.<br>• Uses standard language in written, verbal, nonverbal, and/or electronic communication. | Unsatisfactory (1)    Developing (2)    **Proficient (3)**    Advanced (4) |

**Legal and ethical responsibilities**
**Evidence/Comments**

• Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes

**Professional demeanor/relationships**
**Evidence/Comments**

• Maintains professional demeanor (e.g., business-like appearance, positive relationships & collaboration, appropriate boundaries) in accordance with school, district, and/or university policy.

**Professional and timely communications**
**Evidence/Comments**

• Uses standard language in written, verbal, nonverbal, and/or electronic communication.

| 4.2 Demonstrate professional growth and commitment. <br>• Demonstrates openness and flexibility by taking a learner-stance in interactions with peers, faculty, students, families, and colleagues. <br>• Analyzes practice for continuous improvement by using feedback and data to set clear and measurable goals to improve instruction and promote student learning. <br>• Participates in school, district, and community initiatives (e.g., professional development opportunities, school events, community-based activities). | Unsatisfactory (1) | Developing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|---|

**Learner-stance**
Evidence/Comments

• Demonstrates openness and flexibility by taking a learner-stance in interactions with peers, faculty, students, families, and colleagues.

**Measurable goals**
Evidence/Comments

• Analyzes practice for continuous improvement by using feedback and data to set clear and measurable goals to improve instruction and promote student learning.

**Participation in school/community initiatives**
Evidence/Comments

• Participates in school, district, and community initiatives (e.g., professional development opportunities, school events, community-based activities).

Summary

Focus on student achievement: What learning objective(s) did you target? Did students master them? How do you know?

| Objective | |
|---|---|
| Student progress toward objective | |

Strengths: What are your areas of strength?

| Apprentice Teacher | |
|---|---|
| Strengths | |

Areas of growth: What are your areas of growth?

| Apprentice Teacher | |
|---|---|
| Areas of Growth | |

| Interventions to next level of development: | |
| --- | --- |
| What do you need to develop your skills to the next level? | |

| Goals: What are 3 goals to improve your instruction and increase student learning and development? | |
| --- | --- |
| Former Goals and Progress | |
| Goals | **Evidence/Comments**<br><br>-This lesson has so much potential. I appreciate your lens of introducing the work as "left-out" of their mainstream understanding of history. I think use Pac as a central figure to explore the missing part of history is powerful. the reframing of his legacy thoughtful, but you could make this a bit more rigorous and it would be lights out.<br><br>You have gotten better at your transitions, and checks for understanding. continue to think about ways you can get more and more student voice in the room. Cold call, text, whatever. Your students have so much to say, make sure you are leaving enough space and opportunity for them to say it. |

**Overall Performance Rating**

| Unsatisfactory | Developing | Proficient | Advanced |
| --- | --- | --- | --- |
| 1 or more unsatisfactory*<br><br>[*1 unsatisfactory competency may result in probation] | 1-8 developing; 0-2 proficient or advanced | 6-8 proficient or advanced; 0-2 developing | 6-8 advanced; 0-2 proficient; 0 developing |