

Fall Field Evaluation

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Published: Oct 19th 2022

Title: In Person Observation: Fall Field Evaluation - Oct 19th 2022

Fall Field Evaluation

ENGAGE

Engage students in an inclusive and supportive learning community.

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

Unsatisfactory (1)

Developing (2)

Proficient (3)

Advanced (4)

Respect for students' culture and community

Evidence/Comments

-T has clear respect for student's culture and community.

Positive rapport

Evidence/Comments

Has a clear rapport with student

Belief in capacity

Evidence/Comments

T believe student can and will

Communication with parents/families

- 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)
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Behavior Management System

Positive narration

Redirection and consequences

Evidence/Comments

-T works towards redirecting students the are off task

Transitions

Evidence/Comments

-T has transitions but are unclear and informal

Appropriate learning materials

Evidence/Comments

T provides all the kneed material

Student voice and choice

Evidence/Comments

-Students are encouraged to speak in their native language as well as the teacher using her native language to engage with students.

- 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)
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Active engagement strategies

Evidence/Comments

Youtube videos were exciting and got students engaged.
The follow us seen rushed and not rigorous

Multiple learning styles

Evidence/Comments

Students have an opportunity to share thoughts on material

Joyful learning

Evidence/Comments

Students See, to really in joy the class

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, measurable 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)
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Objective

Evidence/Comments

orally and in writing student will discuss and analyze the role of EuroCentrism in the colonization of Africa using explanatory language

Rationale/Real world application

Evidence/Comments

- T uses day to day thinking to demonstrate the real world experiences of people
- Student viewing YouTube videos created by people their age discussing the topics of the days lesson

Performance expectations

Evidence/Comments

-T makes clear the expectations of the pre-test along with providing a rationale for student expectations

3.2 Facilitate clear and rigorous learning experiences.

- Provides clear, concise, and comprehensive explanations and representations of content.
- Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning.
- Aligns learning experiences to objectives.
- Adequately paces learning experiences by attending to student learning cues.

Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)
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Clear explanation of content

Evidence/Comments

- Students are asked to complete a pre-test in Pear dear
- T circles the room while students are completing the pre-test helping students move towards completion
- I wonder...with it being a pre-test could you have had the test up on the board and had student follow along as you discuss the test materials?

Modeling and gradual release

Evidence/Comments

- Explain content in a manner that is confusing and/or redundant, and disconnected from students' lives.
- Lack clarity in connecting lesson experiences to lesson objective and lesson relevance.
- Use elements of gradual release cadence (I do, we do, you do), however some elements require additional support and time.

Learning aligned to objective

Evidence/Comments

- Learning is aligned to the objective
- T provides videos that make clear connections to the objective.
 - I know I got it, but how do you know the kids got it?

Pacing and adjustments

Evidence/Comments

- T uses timers to make clear the amount of time that students have to complete an assignment. If students need a lil more time, T is willing to provide it.

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

- as students are working on pre-test T is circling the room checking from progress

Student explain their thinking

Evidence/Comments

- Use discussion strategies to engage students in academic talk related to content learning

Multiple Perspectives

Evidence/Comments

- Students are given the opportunities rot share together

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)
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Language Supports

Evidence/Comments

-Students are given clear language supports in multiple languages
 -For the video you played for the whole group.....with it only being in English how are students whose 1st language not English....How do. you support them do not

Manipulatives/realia

Evidence/Comments

Students have access to tool that help to support their thinking

Differentiation

Evidence/Comments

-students are given instruction in Spanish

3.5 Use formal and informal assessment data to monitor student progress toward learning targets. [not included in grade]

- 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.

Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)
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Collects/analyzes data

Evidence/Comments

-Students are adding their thinking and understanding to their pear deck

Student self-assessment

Evidence/Comments

-Students are completing their work, but not a formal or informal assessment

Timely, frequent feedback**Evidence/Comments**

-T circles the room and supports students as need

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

T- provides informal checks for understanding

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**

-T uses language data to provide students with slide show as well as notes that is in multiple languages

Flexible grouping strategies**Evidence/Comments**

-No grouping of students

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

Students are working almost entirely in alone, without an exemplar to measure their work again.

Collaborates with support specialists**Evidence/Comments**

n/a

LEAD

Lead by exemplifying standards of professional practice.

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

Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)
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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.
- Demonstrates openness and flexibility by taking a learner-stance in interactions with peers, faculty, students, families, and colleagues.
 - Analyzes practice for continuous improvement by using feedback and data to set clear and measurable goals to improve instruction and promote student learning.
 - 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)
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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	
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Student progress toward objective	
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Strengths: What are your areas of strength?

Apprentice Teacher	
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Strengths	
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Areas of growth: What are your areas of growth?

Apprentice Teacher	
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Areas of Growth	
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Interventions to next level of development:

What do you need to develop your skills to the next level?	
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Goals: What are 3 goals to improve your instruction and increase student learning and development?

Former Goals and Progress	
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Goals	
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Overall Performance Rating

Unsatisfactory	Developing	Proficient	Advanced
1 or more unsatisfactory* [*1 unsatisfactory competency may result in probation]	3-7 developing; 0-4 proficient or advanced	5-7 proficient or advanced; 0-2 developing	5-7 advanced; 0-2 proficient; 0 developing