

English Language Arts Lesson Evaluation

Candidate/Intern: Eva Roberts Grade Level: 3 Date: 3-24-22

Directions: Please select a rating and provide feedback & suggestions in the box provided.

* Rating: Ineffective (I), Developing (D), Effective (E), & Highly Effective (H) - (see descriptors bottom)

When marking an indicator, the cooperating/mentor teacher(s) and supervisor(s) should mark one of the following:

- **Highly Effective** (Exemplary) (2 points) – The candidate/intern accomplishes the indicator at the level beyond that of a beginning, first year teacher. The highly effective level signifies the candidate/intern is above the target level expected for a candidate (Effective) and convincingly demonstrates exceptional skill for the indicator with the ability to adapt and create new strategies/techniques. Examples/evidence as to how the candidate/intern has achieved the Highly Effective level should be specified in the "Feedback & Suggestions" section associated with the indicator.
- **Effective** (Target) (2 points) – The candidate/intern accomplishes the indicator at a level reflecting classroom readiness with few minor deficiencies. At this level, the candidate/intern is often (but not always) able to recognize independently when teaching and learning are not going well and able to adapt. The effective level is the expected level of candidate/intern performance by the end of the student teaching/internship semester. (Classroom readiness is defined as demonstrating proficiency to assume the professional role as a beginning, first-year teacher.)
- **Developing** (1 point) – The candidate/intern struggles to accomplish the indicator and/or is inconsistent with several minor deficiencies. The candidate/intern may be able to recognize when teaching and learning are not going well but is unable to adapt on her/his own. For this indicator, the candidate/intern does not demonstrate classroom readiness. Suggestions for growth of this indicator should be included in the "Feedback & Suggestions" section associated with the indicator.
- **Ineffective** (0 points) – The candidate/intern demonstrates a lack of knowledge and/or ineffective implementation of indicator. He/she performs well below the expected level of performance (Effective) with significant deficiencies. Remediation may be necessary for the candidate/intern for this area. Examples of how the candidate/intern needs to improve with specific suggestions for improvement should be included in the "Feedback & Suggestions" section associated with the indicator.

Maximum Points Possible: 20 points

Minimum Level of Proficiency: 14 points (Expectation is achievement of "Developing" or higher for each indicator- see constructs.)

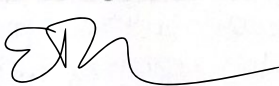
| | Components & Indicators | Rating* | | | | Feedback |
|--|--|----------|----------|----------|----------|--|
| | | I (0) | D (1) | E (2) | H (2) | |
| Construct 1: Learner & Learning Minimum: 4 points | 1.1 The intern plans instruction based on learning and developmental levels of all students. <i>Planning instruction, aligning instruction with student learning needs, using a variety of approaches/resources, & providing adaptations for instruction.</i> | | | | X | Clear lesson plans - lots of opportunities for students to read/share |
| | 1.2 The intern recognizes and fosters individual differences to maintain a positive classroom culture. <i>Getting to know all students, creating a culture of respect, & meeting needs of all students.</i> | | | | X | Students raise hands - call on different students Positive culture - students participate |
| | 1.3 The intern maintains a classroom environment conducive to learning. <i>Collaborating with students & establishing a safe, respectful, and academically challenging environment.</i> | | | X | | Moved students to cut down on talking - Kept students on track Good job - refocusing |
| Construct 2: Content Knowledge Minimum: 3 points | 2.1 The intern demonstrates a thorough knowledge of the content. <i>Uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills.</i> | | | X | | Review - team work Past stories |
| | 2.2 The intern provides a variety of innovative applications of knowledge. <i>Apply developmental literacy skills to many different situations materials and ideas.</i> | | | X | | Discuss - author's point of view Vocab - expository text - accidental imagery |

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|---|--|--|--|---|--|
| Construct 3: Instructional Practice Minimum: 4 points | 3.1 The intern uses methods and techniques that are effective in meeting student needs. <i>Planning rigorous activities, using objectives that align with standards, & meeting needs of students.</i> | | | K | Opening question - teamwork Picture walk - open discussion Reminded students of vocab words Read text - discuss |
| | 3.2 The intern uses varied assessments to measure learner progress. <i>Providing opportunities for students to demonstrate learning, using assessment data to inform instruction, & providing feedback that encourages students to take responsibility for the learning.</i> | | | X | Students were willing to read out loud Related text to 'real life' Exit ticket? / good / bad thing about fire |
| | 3.3 The intern delivers effective instruction for students. <i>Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, & engaging students in higher order thinking skills.</i> | | | L | Class discussion Table sharing Active activity? Matching? good/bad |
| Construct 4: Professional Responsibility Minimum: 3 points | 4.1 The intern engages in reflection and continuous growth. <i>Engaging in ongoing and purposeful PD, reflecting on practice and seeking PD, & analyzing and reflecting on student data to guide instruction.</i> | | | K | |
| | 4.2 The intern participates in collaboration and leadership opportunities. <i>Collaborating with multiple stakeholders, communicating in a variety of ways, & demonstrating leadership skills.</i> | | | X | Works well with mentor |
| Overall Effectiveness of Lesson: I D E H <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> | | | | | General Comments: Great - relate teamwork to class/school (can drive) Wrap up - use the beg - teamwork |
| Evaluator's Signature: <u>Cynthia Akenholz</u> Position: <u>PDS Supervisor</u> | | | | | Strengths: Confident Encouraging Walking around the room - keeps everyone focused Good pacing |
| Candidate/Intern's Signature:  | | | | | Goals for Growth: What other ways can you break down the story? (table groups list pros/cons of wildfires) |