Mathematics Lesson Evaluation

Candidate/Intern: Ms. Roberts Grade Level: ___3rd__ Date: _____2/4/2022_____

Directions: Please select a rating and provide feedback & suggestions in the box provided.
* Rating: Ineffective (I), Developing (D), Effective (E), & Highly Effective (H)

When marking an indicator, the cooperating/mentor teacher(s) and supervisor(s) should mark one of the following:
- <u>**Highly Effective**</u> (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 <u>above the target level</u> 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.
- <u>**Effective**</u> (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.)
- <u>**Developing**</u> (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.
- <u>**Ineffective**</u> (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.** *Planning instruction, aligning instruction with student learning needs, using a variety of approaches/resources, & providing adaptations for instruction.*			X		It is very apparent that Ms. Roberts took the learning needs of all of the students in her plan.
	1.2 The intern recognizes and fosters individual differences to maintain a positive classroom culture. *Getting to know all students, creating a culture of respect, & meeting needs of all students.*			X		
	1.3 The intern maintains a classroom environment conducive to learning. *Collaborating with students & establishing a safe, respectful, and academically challenging environment.*				X	Students were engaged and actively participating in the lesson.
Construct 2: Content Kno	**2.1 The intern demonstrates a thorough knowledge of the content.** *Uses major concepts, to define numbers & operations, geometry, measurement, data analysis & probability, and algebra.*			X		
	2.2 The intern provides a variety of innovative applications of knowledge.			X		

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wle dge Mini mu m: 3 poin ts	Apply procedures and reasoning processes of mathematics so all students understand relationships that can represent phenomena, solve problems, and manage data.					

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Construct	Indicator	I	D	E	H	Comments
Construct 3: Instructional Practice Minimum: 4 points	**3.1 The intern uses methods and techniques that are effective in meeting student needs.** *Planning rigorous activities, using objectives that align with standards, & meeting needs of students.*			X		
	3.2 The intern uses varied assessments to measure learner progress. *Providing opportunities for students to demonstrate learning, using assessment data to inform instruction, & providing feedback that encourages students to take responsibility for the learning.*		X			There could be more clarity within the lesson itself about what will be used for an assessment or grade.
	3.3 The intern delivers effective instruction for students. *Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, & engaging students in higher order thinking skills.*			X		
Construct 4: Professional Responsibility Minimum: 3 points	**4.1 The intern engages in reflection and continuous growth.** *Engaging in ongoing and purposeful PD, reflecting on practice and seeking PD, & analyzing and reflecting on student data to guide instruction.*			X		Ms. Roberts does a great job of reflecting on her lessons and asking how she could improve them.
	4.2 The intern participates in collaboration and leadership opportunities. *Collaborating with multiple stakeholders, communicating in a variety of ways, & demonstrating leadership skills.*			X		

Overall Effectiveness of Lesson: I   D   E   H
Effective

General Comments:
Great lesson for a hard topic! Adding to subtract is not an easy strategy.

Evaluator's Signature:
Daniel Baldwin

Strengths:
Very well organized! Students were engaged and

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Position: Classroom Teacher	
Candidate/intern's Signature: Eva Roberts	**Goals for Growth:** Make sure you have a solid stopping point and a plan for assessing the lesson that you share with students.