



Lehigh University College of Education
FORMATIVE TEACHER CANDIDATE EVALUATION FORM

Teacher cand.: Gina Gullo Subj. & Grade Level: Math /4th Grade Observation # 2

Observer: Caren Zupper

Date: 04/04/2014

Instructions: This form should be used each time a teacher candidate is observed (3 times by mentor teacher and 3 times by LU supervisor). These assessments provide justification for mid-point and end-of-internship ratings on the summative PDE430 form. Check the cell for the appropriate rating for every indicator in each of the four categories. Please also supply more detailed feedback under "comments" and "areas for improvement." Note that the left column indicates Pennsylvania Department of Education Category (PDE430 form) addressed by the indicator.

Rating Key: With regard to the particular indicator, the teacher candidate...

Exemplary ...thoroughly understands the concepts and implements them consistently.

Superior ...usually understands the concepts and implements them extensively, but not always.

Satisfactory ...sometimes understands the concepts and implements them adequately.

Unsatisfactory ...superficially understands the concepts and/or implements them inappropriately.

NA = during this particular observation the context made this indicator irrelevant (for example, because no students were off task no need to redirect, or that day's lesson did not call for a particular pedagogical strategy).

1. PLANNING & ORGANIZATION

		Exemplary	Superior	Satisfactory	Unsatisfactory	NA
Lesson Planning/Preparation						
I.8	Objective/purpose for lesson is appropriate, measurable, and clearly stated and includes content, conditions for performance, criteria for success, and behavior that tells what the learner will do.	X				
I.7	Assessment of student learning is aligned to the instructional objectives.	X				
I.6	Appropriate and specific instructional accommodations are planned to meet specific student needs.	X				
I.1	Materials for all lesson parts are prepared and organized	X	X			
I.1	Lesson content is logically organized		X			
I.3; I.4	Lesson plan references K-12 academic standards and reflects students' strengths and weaknesses		X			
I.1	Planning reflects thorough knowledge and understanding of content		X			
I.8	Planning reflects thorough understanding and application of educational psychological principles and theories	X				
I.4	Planning demonstrates knowledge of the students and their background	X				
Quality/Match of Curriculum Materials/Resources						
I.5	Good quality materials/resources/technology are used	X				
I.5	Materials match objectives, ages, interests, and skill levels		X			
I.5	Materials used are necessary/beneficial to learning		X			
I.5	Materials are varied and interesting to students		X			
I.5	Materials checked for socio-political, gender, race, political viewpoints, and /or issues. If existing curriculum or materials convey a noticeable point of view, the teacher candidate accommodates or balances these points in planning for instruction.					X

Comments on Planning and Organization:

Mrs. Gullo's lesson was organized and followed a logical order. I liked that she included manipulatives and a small group game, along with independent work from the book.

Areas for Improvement in Planning and Organization:

Although Mrs. Gullo tried her best throughout the lesson to include student interaction, there were times that some individuals were not engaged while Mrs. Gullo was showing them the steps of long division. Having students write the problems in their notebooks or on whiteboards, may help them stay focused on the topic being taught.

NA	Unsatisfactory	Satisfactory	Superior	Exemplary
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2. CLASSROOM ENVIRONMENT

Rules: Understood & Fairly Applied

II.5	Rules are clear and reasonable in content and amount for age and skill level		X			
II.5	Rules are communicated through discussion		X			
II.5	Rules enhance learning environment (are positive & instructive)		X			
II.5	Rules are used in teaching; students are reminded of rules if necessary	X				
II.5	Rules are enforced appropriately, consistently & fairly		X			

Management Routines/Procedures

II.4	Proactive techniques are used to minimize lesson interference		X			
II.4	Transitions between tasks and lessons are short	X				
II.4	Classroom is physically arranged to minimize distraction	X				
II.4; II.6.	Attention is given to safety as appropriate		X			

Reinforcement/Motivation

	Teacher is positive and encouraging with students	X				
	Teacher is enthusiastic and shows interest in lesson content	X				
	Social reinforcers are appropriate to age of students	X				

Problem Behaviors Addressed

	Off-task behavior is redirected to on-task focus		X			
	Minor behaviors are ignored		X			
	Disruptive behavior is stopped with minimum disruption of lesson		X			
	Consequences are consistently & fairly administered in a non-emotional way		X			

Productive Time Use

	There are few interruptions in the flow of classroom activities		X			
II.2	There is an academic, task-oriented focus in the classroom	X				
	Sufficient time is allocated to activities	X				
	Students are engaged throughout lesson		X			
	Students know what to do when work is completed		X			

General Climate

	There is acceptance of individual differences	X				
II.3; II.7.	Teacher-student interactions are positive	X				
II.7.	There is a supportive, cooperative atmosphere		X			

Teacher Expectations

II.1	The student is held accountable for assigned work	X				
II.1	The student is expected to use classroom time productively		X			

Motivational Strategies

	Teacher shows enthusiasm for and interest in lesson presented	X				
	The teacher makes clear the importance of assigned tasks		X			
	Instruction reflects students' interests and experiences		X			
	Specific motivational techniques are used (e.g., choice, goal setting)	X				

Comments on Classroom Environment:

Mrs. Gullo has gotten better with addressing off-task behavior. She has introduced a reward system using puzzle pieces and marks a child's planner sticker as needed.

Areas for Improvement in Classroom Environment:

Mrs. Gullo needs to continue to work on having activities for students who finish assignments early.

3. INSTRUCTIONAL DELIVERY

NA	Unsatisfactory	Satisfactory	Superior	Exemplary
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Lesson Beginning				
I.2; III.1	Lesson begins promptly	X		
I.2; III.1	Student attention is gained prior to beginning lesson		X	
I.2; I.6; III.1	Lesson objectives, expectations, procedures, and content information are clearly communicated to the students.		X	
I.2; I.6; I.7; III.3	Prior knowledge/previously learned skills and relevance to learner are linked to current lesson	X		
I.2; III.1	Student interest is gained through anticipatory set	X		
Active Learning				
III.1; I.2	Students actively participate in learning activities		X	
III.1; I.2	Opportunities to participate are evenly distributed across students	X		
III.1; I.2	Activities keep students focused and engaged		X	
Presenting New Information/Skills/Strategies				
I.2; III.1; III.3; III.4.	New concepts are appropriately sequenced and explained in sufficient detail		X	
I.2; III.1; III.3.	Modeling and demonstration are used to illustrate concepts	X		
I.2; I.5; III.1; III.9.	A variety of presentation, response modes, & activities are used	X		
I.2; III.1	Examples and guided practice opportunities are provided	X		
I.2; III.1	Students achieve high success rate		X	
I.2; I.6; III.1; III.4; III.9.	Appropriate and specific adaptations are made for particular student(s)		X	
I.2; III.1; III.10.	Integrates disciplines within the educational curriculum		X	
Monitoring Learning/Responsive Lesson Adjustment				
I.2; III.1; III.5; III.7; III.8	Student understanding is checked during lesson	X		
I.2; III.1; III.5; III.7; III.8	Modifications are made as the lesson progresses based on student feedback and formative evaluation of understanding			X
I.2; III.1; III.5; III.7; III.8	Errors are corrected or clarified with patience & encouragement	X		
I.2; III.1; III.5; III.7; III.8	Error correction strategies lead student to correct response		X	
I.2; III.1; III.5; III.7; III.8	Practice opportunities are sufficient to assess student understanding	X		
I.2; III.1; III.5; III.7; III.8	Remediation is planned for students with unacceptable performance			X
III.8	Student progress is recorded to inform future instruction.			X
Lesson Pacing/Focus				
I.2; III.1; III.6	Focus on objective/purpose of lesson is maintained	X		
I.2; III.1; III.6	Reasonable pace is maintained (not rushed or dragging)		X	
I.2; III.1; III.6	Reasonable and appropriate amount of time is spent on all lesson parts			X
Independent Practice				
I.2; III.1	Expectations are clear		X	

3. INSTRUCTIONAL DELIVERY

		Exemplary	Superior	Satisfactory	Unsatisfactory	NA
I.2; III.1	Practice is relevant to lesson/educational goals	X				
I.2; III.1	Accuracy is checked within the first 5-10 minutes	X				
I.2; III.1	Student achieves high success rate		X			
I.2; III.1	Students are continuously monitored	X				
I.2; III.1	Assistance is available and provided as needed	X				
Closure						
I.2; III.1	Lesson closing includes at least one of the following: a review of the key points of the lesson, opportunities for students to draw conclusions, a preview of future learning, a description of where or when students should use new skills, a time for students to show their work, or a reference to lesson opening.				X	
I.2; III.1	A reasonable amount of time is spent in closure				X	
I.2; III.1	Students are involved in closure when appropriate				X	
I.2; III.1	Lesson ends on time			X		
Overall						
II	Effective overall delivery, explanation, and evaluation instructional content including facts, principles, and concepts.		X			

Comments on Instructional Delivery:

Passing out erasers to students and then writing the division algorithm on the board was an effective way to begin the lesson. Mrs. Gullo was walking around and conferencing with students the entire time they worked independently.

Areas for Improvement in Instructional Delivery:

Mrs. Gullo had great ideas for closing her lesson in her formal plan. However, due to time management, the closure was not completed at the end of the lesson. The tic tac toe game could have been saved for a warm-up the next class day.

4. PROFESSIONALISM

		Exemplary	Superior	Satisfactory	Unsatisfactory	NA
Professionalism Competencies						
Attendance: Meets daily attendance requirements and notifies the appropriate personnel as soon as possible when and absence is unavoidable due to illness or other extenuating circumstances.		X				
Appearance and Attitude: Maintains <i>professional appearance</i> and appropriate <i>professional behavior</i> . That is, follows the school's dress code regulations and adjusts to new and unfamiliar situations constructively. Modifies performance according to the standards established by the cooperating teacher or supervisor. Uses positive conflict resolution skills, demonstrates leadership skills, tries new ideas, and responds well to feedback.		X				
Productivity: Works in such a manner to ensure the management and performance of all instructional and non-instructional duties required of a teacher. Productivity includes but is not limited to timeliness with regard to preparation of lesson plans, prompt feedback for students, and maintenance of accurate records (attendance, communication, report cards, etc.).		X				
Work Habits:		X				
<ul style="list-style-type: none"> Arrives on time, prepared and motivated to do well. Prepares classroom space equipment and all materials required for instruction in advance. Attends, and actively participates in faculty, IEP, planning meetings or other meetings as assigned by the cooperating teacher or supervisor. 		X				

4. PROFESSIONALISM

	Exemplary	Superior	Satisfactory	Unsatisfactory	NA
Treatment of Students: Treats all students fairly and with respect. Does not interfere with a student's exercise of political and civil rights and responsibilities. Assumes a leadership position in ensuring that federal, state, and school district policies, statutes, practices and procedures are met. Ensures that all students, particularly those identified for special education services and others traditionally underserved, are honored in the classroom and school community.	X				
Reflecting on Teaching: Articulates areas of growth and areas that need improvement in teaching practice. Is discerning and can evaluate success as well as contemplate alternate courses of action to expand repertoire of teaching practice. Reflects upon the practices, values, integrity, and reputation of the profession.		X			
Working Relationships					
Communication with Students:	X				
<ul style="list-style-type: none"> Communicates effectively with students and works towards building a rapport with students in the classroom. Dutifully ensures that student and family information is handled with the strictest of confidentiality. 		X			
Communication with Cooperating teacher/Supervisor, Colleagues, and Others:		X			
Demonstrates high ethical standards and maintains effective communication, both orally and in writing. Interactions with cooperating teacher/supervisor, colleagues, and others are positive and issue-focused. Does not interfere with a colleague's exercise of political and civil rights and responsibilities. Responds well to feedback and uses positive conflict resolution skills.		X			
Communication with Parents: Where applicable, maintains communication with parents using good and positive oral and written communication skills.					X
Teamwork and Leadership: Works with cooperating teacher/supervisor to foster a collaborative and positive classroom climate. In addition, tries new ideas and demonstrates leadership skills.	X				
Judgment:		X			
<ul style="list-style-type: none"> Uses positive, non-aversive techniques and interventions that build rapport and support students. Creates an instructional environment that communicates challenging learning expectations. Reflects on extent to which lesson objectives were achieved. Articulates areas of growth and improvement. 		X			
Health and Safety: Works in such a manner as to ensure personal health and safety as well as the health and safety of co-workers and students. Follows recommended procedures for classroom health and safety.	X				
PA Code of Professional Practice and Conduct for Educators					
The teacher candidate appropriately demonstrates integrity, ethical behavior, and professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators.	X				

Comments on Professionalism:

Mrs. Gullo continues to be professional and work diligently in our classroom. She always asks if I need any additional help before she leaves at the end of the day and keeps track of any important dates or information necessary for planning her lessons.

Areas for Improvement in Professionalism:

Although Mrs. Gullo has attempted to include families in another lesson, I would continue to think of other ways they can become active members of our classroom.

Goals for Next Observation:

In the future, read over that day's lesson before teaching or review it as you teach. A checklist could also be created so essential components are not forgotten.

Observer's
signature:

Janie L. Gulla

Date: 4/4/14

Teacher candidate's
signature:

Caru Zupser

Date: 4/4/14

Note: By signing this form, the teacher candidate is indicating that he/she has read and thoroughly understood this evaluation.