

Rio Salado College



On-line Teacher Prep Program

Student Teaching Assessment Instrument

Student Name Christina Zecher

Evaluator Name Jolene Gallup

Date Evaluated	Type of Evaluation	Evaluator Status	Grade/Subject	School	District
10/23/12	<input checked="" type="checkbox"/> Initial <input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input checked="" type="checkbox"/> Cooperating Teacher <input type="checkbox"/> College Supervisor <input type="checkbox"/> Other	K math	San Marcos Elem.	Chandler Unified #80

Criteria:

- 1=Unsatisfactory: Performance of indicator is non-existent, unclear, non-specific and/or lacks specific evidence.
- 2=Needs improvement: Performance of indicator is inconsistent or used inaccurately, lacks sufficient evidence, is loosely focused, and limited.
- 3=Satisfactorily: Performance of indicator is used appropriately, shows sufficient evidence and is focused yet limited.
- 4=Competent: Performance of indicator is obvious, used consistently and appropriately and meets expectations.
- 5=Commendable: Performance of indicator is clear and convincing, is used consistently and appropriately, and exceeds expectations.

Planning & Preparation for Learning-Centered Instruction	Instruction, Reflection, Monitoring & Adjusting	Classroom Management	Professional Educator
A. <u>15</u>	A. <u>35</u>	A. <u>15</u>	A. <u>25</u>
B. <u>24</u>	B. <u>19</u>	B. <u>23</u>	B. <u>10</u>
C. <u>15</u>	C. <u>12</u>	C. <u>20</u>	C. <u>15</u>
D. <u>15</u>	Total <u>66</u>	Total <u>58</u>	Total <u>50</u>
Total <u>69</u>			

Grand Total 243

Total Possible Points 255 points

Rating Scale Range

- 204 – 255 Proficient
- 153 – 203 Basic
- 0 - 152 Unsatisfactory

Failure to score above the unsatisfactory level at any point in the student teaching experience will result in immediate withdrawal from the student teaching program.

Lesson plan submitted 24 hours prior to evaluation: Yes or No

Planning & Preparation for Learning-Centered Instruction

**To be used when evaluating written lesson plans. Name of Plan Kider Schematic Rep Math Lesson

A. Selects Instructional Outcomes & Objectives

- 5 Includes measurable lesson objectives (related to state standards) (APTS: 1.1, 1.2, CEC: 1.4,7,8)(INTASC 1.7, 3.7, 7.11): all objectives are related to state standards + measurable
- 5 Specifies criteria & performance (APTS: 1.3, 8.10, CEC: 1.4,7,8): _____
- 5 Aligns objectives, activities, and assessment (APTS: 1.3,1.7,1.13, 4.2, 8.4, 8.9, 8.10, CEC: 1.4,7,8)(INTASC 1.1, 1.4): Objectives + activities are linked + assessment happens throughout the lesson. Excellent "Math StoryTime Rubric"
- 15 Total

B. Specifies Teaching Procedures

- 5 Sequences activities appropriately (APTS: 1.11, CEC: 1.4,7): good whole group modeling that moved into team work
- 5 Provides opportunity for guided/independent practice (APTS: 1.11, CEC: 1.4,7)(INTASC 1.4): _____
- 5 Provides anticipated positive feedback (APTS: 1.11, CEC: 1.4,7): Tina's feedback to students is always very positive.
- 4 Provides assessments opportunities (APTS: 1.13, CEC: 1.4,7)(INTASC 1.4, 4.8): stated throughout. How will this be recorded? Will it be recorded?
- 5 Selects age appropriate materials/activities (APTS: 1.8, 8.3, CEC: 1.4,7): all activities were geared to prior activities and were age appropriate
- 24 Total math experience

C. Provisions Made for Differentiation of Instruction (gifted/special needs)

- 5 Includes activities for 2 or MORE learning styles (APTS: 1.9, 1.11, 8.1, CEC: 1.3,4, INTASC 7.32,7.33): _____
- 5 Plans activities for students needing remediation (APTS: 1.8, 1.9, 8.5, 9.1, CEC: 1.3,4,7, INTASC 3.7): _____
- 5 Plans activities for students needing enrichment (APTS: 1.8, 1.9, 8.5, CEC: 1.3,4,7, INTASC 3.7): _____
- 15 Total

D. Uses Professional Written Communication

- 5 Writes with clear and coherent thought (APTS: 3.5, 7.1, CEC: 6): Well written lesson plan.
- 5 Writes with correct grammar, spelling, and punctuation (APTS: 3.5, 7.1, CEC: 6): _____
- 5 Uses appropriate professional language (APTS: 3.5, 7.1, CEC 6): _____
- 15 Total

Instruction, Reflection, Monitoring & Adjusting

*Observation of classroom instruction.

A. Presents Lesson Content

- 4 Secures attention (CEC 4): *Majority of students were actively engaged thru out*
- 4 Connects to prior learning/knowledge (APTS: 3.3, 3.10, 8.6, CEC: 1.4, INTASC 1.23, 3.35): _____
- 4 Explains purpose/objectives (APTS: 3.2, 3.10, 7.5 CEC: 1.4): _____
- 5 Uses variety of teaching methods (APTS: 8.1, CEC: 1.2, 3.4, INTASC 2.3, 4.11, 4.12, 4.13): *Whole group, Co-op. Learning, ind. prac.*
- 5 Initiates learner involvement (APTS: 2.7, 3.12, 3.13, CEC: 1.2, 3.4, INTASC 3.6, 5.22): _____
- 4 Maintains learner involvement (APTS: 2.6, 2.7, 3.12, 3.13, CEC 1.2, 3.4, INTASC 3.6, 5.22): *redirected students as needed*
- 5 Checks for understanding (APTS: 3.15, CEC: 1.4, INTASC 4.8): *Nice job of questioning stu. to ensure understand*
- 4 Closes interaction appropriately (APTS: 3.1, CEC: 1.4): *ran out of time.*
- 35 Total

B. Communicates Clearly and Accurately

- 4 Provides clear instructions (APTS: 3.5, 3.6, CEC: 4.6): *Most, but not all were certain of directions.*
- 5 Solicits learner responses (APTS: 3.12, CEC: 4, INTASC 2.33, 5.15, 5.22): *Nice job involving all students.*
- 5 Gives feedback during lesson (APTS: 2.8, 3.12, 4.4 CEC: 4.6): _____
- 5 Uses age-appropriate, accurate grammar (APTS: 3.6, 7.1, CEC: 6, INTASC 3.31): _____
- 19 Total

C. Reflects on Teaching, Monitors and Adjusts Performance

- 4 Identifies cues from students (APTS: 3.15, CEC 2.3, 4): *nice job helping those who needed it.*
- 4 Monitors student involvement (APTS: 2.5, 2.7, 3.15, CEC: 2.3, 4): _____
- 4 Monitors and adjusts as needed (APTS: 3.6, 7.1, CEC: 6, INTASC 4.33, 7.13): *adjusted activity based on time*
- 12 Total

Classroom Management

*Observation of classroom instruction.

A. Teacher Qualities in Relation to Students

- 5 Encourages appropriately (APTS: 2.3, 2.8, CEC: 2.3.5, INTASC 3.25): _____
- 5 Communicates warmth (APTS: 2.8, CEC: 2.3.5, INTASC 5.21): Tina is very caring.
- 5 Deals with learners courteously (APTS: 2.1, 2.8, CEC: 2.3.5, INTASC 2.5, 6.23): _____
- 15 Total

B. Organizes Materials and Teaching Environment

- 5 Is prepared/has materials ready (APTS: 2.9, CEC: 3.4.7): _____
- 5 Begins/ends lessons on time (APTS: 2.9, CEC: 3.4.7): Excellent time management!
- 4 Maximizes time/pace (APTS: 2.9, CEC: 3.4.7): This has improved + will continue to do so.
- 5 Allows appropriate response time (APTS: 2.7, CEC: 3.4.7): _____
- 4 Facilitates smooth transitions (APTS: 3.12, CEC: 3.4.7): _____
- 23 Total

C. Manages Student Behavior

- 5 Communicates positive expectations (APTS: 2.2, 2.3, 2.6, CEC: 2.3, INTASC 2.5.5.14): _____
- 5 Reinforces appropriate behavior (APTS: 2.2, 2.5, 2.6, CEC: 2.3, INTASC 2.5.5.14): Tina does this seamlessly
- 5 Overlooks inconsequential behavior (APTS: 2.2, CEC: 2, INTASC 5.14): _____
- 5 Applies rules/classroom management plan consistently based on behavior (APTS: 2.2, 2.3, 2.10, CEC: 2.3, INTASC 5.14): _____

20 Total

Professional Educator

*Interview with Mentor Teacher and observation.

A. Maintains Professionalism

- 5 Displays professional appearance (APTS: 6.1, CEC: 9): _____
- 5 Demonstrates punctuality (APTS: 6.1, CEC: 9): Tina is very, very punctual.
- 5 Demonstrates positive attitude (APTS: 6.1, CEC: 9): _____
- 5 Demonstrates dependability (APTS: 6.1, CEC: 9): Tina has done a great job + can be relied on
- 5 Demonstrates initiative (APTS: 6.1, CEC: 9): Tina is a very active part of our classroom and our Kinder team.
- 25 Total

B. Engages in Professional Development

- 5 Exhibits desire to improve (APTS: 6.1, 6.2, CEC 9, INTASC 9.22): Tina is always ready with questions
- 5 Exhibits interest in collaboration (APTS: 5.1, 5.2, 5.5, CEC: 9, 10, INTASC 9.33, 9.32, 10.25): Tina takes an active part in team planning + brings new and fresh ideas.
- 10 Total

C. Possesses Judgment

- 5 Addresses classroom situations accurately and quickly (APTS: 2.2, CEC: 4): _____
- 5 Demonstrates professionalism and uses diplomacy when dealing with students feelings and opinions (APTS: 2.3, 2.4, 2.8, CEC: 9, INTASC 9.25, 9.33, 10.25): _____
- 5 Maintains positive relationships with others (APTS: 2.1, 2.4, 5.1, 5.2, 5.5, CEC: 9.10): _____

15 Total

Olene Hallup
Signature of Evaluator

Kindergarten Teacher
Title

10/23/12
Date

Narrative (Optional)

- Shows simple picture - discuss what they see. Sample problems whole group.
- Explains rubric + gives specific examples.
- Table teams worked together to solve ~~the~~ ^{oral} story problems on white boards and they orally explained how they solved the problems.
 - pictures changed throughout the lesson
 - adjusted activity based on time remaining

Student Teaching Forms ECH 9 Week (Pink)

Rio Salado College



On-line Teacher Prep Program

Student Teaching Assessment Instrument

Student Name Christina Zecher

Evaluator Name Jennifer Johnson

Date Evaluated	Type of Evaluation	Evaluator Status	Grade/Subject	School	District
10/23/12	<input checked="" type="checkbox"/> Initial <input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input type="checkbox"/> Cooperating Teacher <input checked="" type="checkbox"/> College Supervisor <input type="checkbox"/> Other	Kinder Math	San Marcos Elementary	Chandler

Criteria:

- 1=Unsatisfactory: Performance of indicator is non-existent, unclear, non-specific and/or lacks specific evidence.
- 2=Needs improvement: Performance of indicator is inconsistent or used inaccurately, lacks sufficient evidence, is loosely focused, and limited.
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- 4=Competent: Performance of indicator is obvious, used consistently and appropriately and meets expectations.
- 5=Commendable: Performance of indicator is clear and convincing, is used consistently and appropriately, and exceeds expectations.

Planning & Preparation for Learning-Centered Instruction	Instruction, Reflection, Monitoring & Adjusting	Classroom Management	Professional Educator
A. <u>14</u>	A. <u>36</u>	A. <u>15</u>	A. <u>25</u>
B. <u>24</u>	B. <u>19</u>	B. <u>23</u>	B. <u>10</u>
C. <u>15</u>	C. <u>14</u>	C. <u>18</u>	C. <u>15</u>
D. <u>15</u>	Total <u>69</u>	Total <u>56</u>	Total <u>50</u>
Total <u>68</u>			

Total Possible Points **255 points**

Grand Total 243

Rating Scale Range

- 204 - 255 Proficient
- 153 - 203 Basic
- 0 - 152 Unsatisfactory

Wow!! Terrific math lesson! I am so impressed with the student doing groupwork! Great classroom management. Your hard work really shows. Keep it up!! 😊

Thank you!

Failure to score above the unsatisfactory level at any point in the student teaching experience will result in immediate withdrawal from the student teaching program.

Lesson plan submitted 24 hours prior to evaluation: Yes or No

Student Teaching Forms ECH 9 Week (Pink)

Planning & Preparation for Learning-Centered Instruction

**To be used when evaluating written lesson plans. Name of Plan Math

A. Selects Instructional Outcomes & Objectives

- 5 Includes measurable lesson objectives (related to state standards) (APTS: 1.1, 1.2, CEC: 1.4,7,8)(INTASC 1.7, 3.7, 7.11): Includes three measurable objectives!
- 5 Specifies criteria & performance (APTS: 1.3, 8.10, CEC: 1.4,7,8): yes! Uses specific and appropriate quantitative criteria.
- 4 Aligns objectives, activities, and assessment (APTS: 1.3,1.7,1.13, 4.2, 8.4, 8.9, 8.10, CEC: 1.4,7,8)(INTASC 1.1, 1.4): Assessment needs to be more detailed and include
- 14 Total informal assessments.

B. Specifies Teaching Procedures

- 5 Sequences activities appropriately (APTS: 1.11, CEC: 1.4,7): Activities are clearly sequenced.
- 5 Provides opportunity for guided/independent practice (APTS: 1.11, CEC: 1.4,7)(INTASC 1.4): Both are included!
- 4 Provides anticipated positive feedback (APTS: 1.11, CEC: 1.4,7): Include more anticipated positive feedback throughout...
- 5 Provides assessments opportunities (APTS: 1.13, CEC: 1.4,7)(INTASC 1.4, 4.8): A variety of informal assessments are used!
- 5 Selects age appropriate materials/activities (APTS: 1.8, 8.3, CEC: 1.4,7): Appropriate materials and activities are used.
- 24 Total

C. Provisions Made for Differentiation of Instruction (gifted/special needs)

- 5 Includes activities for 2 or more learning styles (APTS: 1.9, 1.11, 8.1, CEC: 1.3,4, INTASC 7.32,7.33): Reaches all types of
- 5 Plans activities for students needing remediation (APTS: 1.8, 1.9, 8.5, 9.1, CEC: 1.3,4,7, INTASC 3.7): Both are learn.
- 5 Plans activities for students needing enrichment (APTS: 1.8, 1.9, 8.5, CEC: 1.3,4,7, INTASC 3.7): addressed and appropriate
- 15 Total

D. Uses Professional Written Communication

- 5 Writes with clear and coherent thought (APTS: 3.5, 7.1, CEC: 6):
- 5 Writes with correct grammar, spelling, and punctuation (APTS: 3.5, 7.1, CEC: 6):
- 5 Uses appropriate professional language (APTS: 3.5, 7.1, CEC: 6):
- 15 Total
- Very well written and easy to follow!*

Instruction, Reflection, Monitoring & Adjusting

*Observation of classroom instruction.

A. Presents Lesson Content

- 4 Secures attention (CEC 4): showed the students a picture → relate concept math to their own lives
- 5 Connects to prior learning/knowledge (APTS: 3.3, 3.10, 8.6, CEC: 1.4, INTASC 1.23,3,35): Activated prior knowledge
- 5 Explains purpose/objectives (APTS: 3.2, 3.10, 7.5 CEC: 1.4): stated objective
- 5 Uses variety of teaching methods (APTS: 8.1, CEC: 1.2,3,4 INTASC 2.3,4,1,4,2,4,13): Great job!! pictures group work question
- 5 Initiates learner involvement (APTS: 2.7, 3.12, 3.13, CEC: 1.2, 3, 4, INTASC 3.6,5,22): Got students ^{participating, individual} involved
- 4 Maintains learner involvement (APTS: 2.6, 2.7, 3.12, 3.13, CEC: 1.2,3,4 INTASC 3.6,5,22): Most students ^{right away} were ⁱⁿ bear
- 4 Checks for understanding (APTS: 3.15, CEC: 1.4, INTASC 4.8): Use a variety... thumbs up ^{on task} thumbs
- 4 Closes interaction appropriately (APTS: 3.1, CEC: 1.4): Do closure again at ^{down} the very end → restate objective and promote future learning
- 36 Total

B. Communicates Clearly and Accurately

- 4 Provides clear instructions (APTS: 3.5, 3.6, CEC: 4.6): Have students repeat back the ^{steps of} the
- 5 Solicits learner responses (APTS: 3.12 CEC: 4, INTASC 2.33,5,15,5,22): Asked questions throughout ^{direct} to you
- 5 Gives feedback during lesson (APTS: 2.8, 3.12, 4.4 CEC: 4.6): Gave specific feedback... good ^{cb}
- 5 Uses age-appropriate, accurate grammar (APTS: 3.6, 7.1, CEC: 6, INTASC 3.31): Used age-appropriate grammar
- 19 Total

C. Reflects on Teaching, Monitors and Adjusts Performance

- 4 Identifies cues from students (APTS: 3.15, CEC 2.3,4): Aware of what most students ^{are doing} are doing → few students off task
- 5 Monitors student involvement (APTS: 2.5, 2.7, 3.15, CEC: 2,3,4): Excellent job ^{waking} waking around
- 5 Monitors and adjusts as needed (APTS: 3.6, 7.1 CEC: 6, INTASC 4.33,7,13): Monitors and adjusts as needed... running short on time so had two students share the writing part so everyone got a turn!! 😊
- 14 Total

Classroom Management

*Observation of classroom instruction.

A. Teacher Qualities in Relation to Students

- 5 Encourages appropriately (APTS: 2.3, 2.8, CEC: 2.3.5, INTASC 3.25): very positive and encouraging
- 5 Communicates warmth (APTS: 2.8, CEC: 2.3.5, INTASC 5.21): Friendly to each student!
- 5 Deals with learners courteously (APTS: 2.1, 2.8, CEC: 2.3.5, INTASC 2.5, 6.23): Tina is very respectful, and kind!!
- 15 Total The students enjoy learning from her. 😊

B. Organizes Materials and Teaching Environment

- 5 Is prepared/has materials ready (APTS: 2.9, CEC: 3.4.7): Organized and prepared!
- 5 Begins/ends lessons on time (APTS: 2.9, CEC: 3.4.7): Started and ended on time...
- 3 Maximizes time/pace (APTS: 2.9, CEC: 3.4.7): Lesson moved a little slow → you lost
- 5 Allows appropriate response time (APTS: 2.7, CEC: 3.4.7): Allowed just enough a few of the
- 5 Facilitates smooth transitions (APTS: 3.12, CEC: 3.4.7): smooth response time students transitions! at times.
- 23 Total

C. Manages Student Behavior

- 5 Communicates positive expectations (APTS: 2.2, 2.3, 2.6, CEC: 2.3, INTASC 2.5.5.14): Stated expectations for work time!
- 4 Reinforces appropriate behavior (APTS: 2.2, 2.5, 2.6, CEC: 2.3, INTASC 2.5.5.14): Use more positive reinforcement!
- 5 Overlooks inconsequential behavior (APTS: 2.2, CEC: 2, INTASC 5.14): yes!! Great job!
- 4 Applies rules/classroom management plan consistently based on behavior (APTS: 2.2, 2.3, 2.10, CEC: 2.3, INTASC 5.14): Great classroom management! Right on track... Keep it up! 😊
- 18 Total what a terrific group of students!!

ex: "I like the way this table is working quietly," etc.

Student Teaching Forms ECH 9 Week (Pink)

Professional Educator

*Interview with Mentor Teacher and observation.

A. Maintains Professionalism

5 Displays professional appearance (APTS: 6.1, CEC: 9): _____
5 Demonstrates punctuality (APTS: 6.1, CEC: 9): _____
5 Demonstrates positive attitude (APTS: 6.1, CEC: 9): _____
5 Demonstrates dependability (APTS: 6.1, CEC: 9): _____
5 Demonstrates initiative (APTS: 6.1, CEC: 9): _____
25 Total

Thank you for being so professional!

B. Engages in Professional Development

5 Exhibits desire to improve (APTS: 6.1, 6.2, CEC 9, INTASC 9.22): _____
5 Exhibits interest in collaboration (APTS: 5.1, 5.2, 5.5, CEC: 9, 10, INTASC 9.33, 9.32, 10.25): _____
10 Total

Great job!

C. Possesses Judgment

5 Addresses classroom situations accurately and quickly (APTS: 2.2, CEC: 4): _____
5 Demonstrates professionalism and uses diplomacy when dealing with students feelings and opinions (APTS: 2.3, 2.4, 2.8, CEC: 9, INTASC 9.25, 9.33, 10.25): _____
5 Maintains positive relationships with others (APTS: 2.1, 2.4, 5.1, 5.2, 5.5, CEC: 9.10): _____
15 Total

Keep it up!

Jennifer Johnson
Signature of Evaluator

College Supervisor
Title

10/23/12
Date