

	Division of Education Middle Childhood Education		Term (check one): <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring Year: <u>2012</u>
	<input type="checkbox"/> EDU 341 – Adolescent Literature <input type="checkbox"/> EDU 343 – Reading Instruction <input checked="" type="checkbox"/> EDU 348 – Reading in the Content Area	} Check all that apply.	

Candidate: Emma Gerdes

College Supervisor: Charlene Bolek Cooperating Teacher: Mrs. Monica Dietz

School: St. Richard's School District: Diocese of Cleveland

Subject(s) Observed: Language Arts Grade(s): 7 & 8 Date: 11/12 and 11/29/12

Using the following scale, please give an overall rating of the candidate's performance for each domain area.

3 = Exceeds expectations 2 = Meets expectations 1 = Does not meet expectations

Check competencies observed.

Overall Rating for Domain

Domain A: Student Development and Content Knowledge

2 _____

The teacher candidate understands individual students' learning and development, and knows the content area(s) for which he/she has instructional responsibility. (OSTP 1, 2)

1. Displays knowledge of how students learn and of the developmental characteristics of age groups. (1.1)
2. Understands what students know and are able to do, and uses this knowledge to meet the needs of all students. (1.2)
3. Expects that all students will achieve to their full potential. (1.3)
4. Models respect for students' diverse cultures, language skills, and experiences. (1.4)
5. Recognizes characteristics of gifted students, students with disabilities, English Language Learners (ELL), and at-risk students in order to assist in appropriate identification, instruction and intervention. (1.5)
6. Organizes materials and equipment in advance for the lesson. (*)
7. Plans a logical and meaningful learning sequence in the lesson. (*)
8. Knows the content he/she teaches, and uses knowledge of content-specific concepts, assumptions, and skills to plan instruction. (2.1)
9. Understands and uses content-specific instructional strategies to effectively teach the central concepts and skill of the discipline. (2.2)
10. Understands school and district curriculum priorities and the Ohio academic content standards. (2.3)
11. Understands the relationship of knowledge within the content area to other content areas. (2.4)
12. Connects content to relevant life experiences and career opportunities. (2.5)
13. Establishes methods for evaluating whether the objective(s) of the lesson was/were achieved. (*)

Observation Notes:

I observed Emma teaching two totally different 7th grade lessons. The first one was a Bio-poem where the students wrote about the author of the novel, *The Outsiders*, and the other a grammar lesson on comma rules. For each of these lessons, Emma was able to demonstrate her knowledge of the content in each of these creative lessons. They were logical, well designed, and showed a variety of technology and instructional strategies for each different lesson.

Especially in the second lesson, Emma was able to connect the content to real life experiences in understanding comma rules.

Candidate: Emma Gerdes Term/Year: Fall, 2012

Domain B: Learning Environment

2 _____

The teacher candidate creates a learning environment that promotes high levels of learning and achievement for all students. (OSTP 5)

1. Treats all students fairly and establishes an environment that is respectful, supportive, and caring. (5.1)
2. Creates an environment that is physically and emotionally safe. (5.2)
3. Motivates students to work productively and assume responsibility for their own learning. (5.3)
4. Creates learning situations in which students work independently, collaboratively, and/or as a whole class. (5.4)
5. Maintains an environment that is conducive to learning for all students. (5.5)
6. Makes consistent, appropriate attempts to respond to disruptive behavior in ways that demonstrate respect for the student. (*)
7. Understands, establishes, teaches, and reinforces classroom rules and procedures. (*)

Observation Notes:

Emma was very supportive and caring to the students in the class, and they seemed very respectful of her. I believe that she did create learning situations where the students could work independently and collaboratively with the class.

Domain C: Assessment and Instruction

2 _____

The teacher candidate understands and uses varied assessments, and plans and delivers effective instruction to ensure all students' learning. (OSTP 3, 4)

1. Is knowledgeable about assessment types, their purposes, and the data they generate. (3.1)
2. Selects, develops, and uses a variety of diagnostic, formative, and summative assessments. (3.2)
3. Analyzes data to monitor student progress and to plan, differentiate, and modify instructions. (3.3)
4. Collaborates and communicates student progress with students, parents, and colleagues. (3.4)
5. Involves learners in self-assessment and goal setting to address gaps between performance and potential. (3.5)
6. Aligns instructional goals and activities with school and district priorities and Ohio's academic content standards. (4.1)
7. Uses standard oral and written languages. (*)
8. Uses information about students' learning and performance to plan and deliver instruction that will close the achievement gap. (4.2)
9. Communicates clear learning goals and explicitly links learning activities to those defined goals. (4.3)
10. Applies knowledge of how students think and learn to instructional design and delivery. (4.4)
11. Maintains appropriate pacing to enable students to remain on task and engaged in learning. (*)
12. Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, English Language Learners (ELL), and at-risk students. (4.5)
13. Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers. (4.6)
14. Uses resources effectively, including technology, to enhance student learning. (4.7)

Observation Notes:

Emma was at a private school in which the students were very capable and self-motivated. She did build in formative and summative assessments to each of the lessons. It was obvious that Emma and her cooperating teacher communicated and collaborated well in planning and conferring on students' needs and lessons. Using technology, especially the glogster and developing lessons for the students to make a prezzi were very innovative and motivating for the students.

Continue to be aware of differentiating when planning lessons in the future.

Candidate: Emma Gerdes Term/Year: Fall, 2012

Domain D: Collaboration, Communication, and Professionalism 2+ _____

The teacher candidate collaborates and communicates with other educators, parents, and students to support student learning. He/she also assumes responsibility for ethical behavior and professional growth as a member of a learning community. (OSTP 6, 7)

1. Is prompt and dependable. (*)
2. Communicates clearly and effectively. (6.1)
3. Shares responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health. (6.2)
4. Collaborates effectively with other teachers, administrators, and school and district staff. (6.3)
5. Collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning. (6.4)
6. Understands, upholds, and follows professional ethics, policies, and legal codes of professional conduct. (7.1)
7. Takes responsibility for engaging in continuous, purposeful professional development. (7.2)
8. Is an agent of change who seeks opportunities to positively impact teaching quality, school improvements, and student achievement. (7.3)
9. Reflects daily on lessons taught to ensure student learning and achievement of goals and objective. (*)
10. Exhibits enthusiasm for teaching and learning. (*)

Observation Notes:

Emma had a great work ethic, and was prompt and dependable. She dressed professionally and worked well with her cooperating teacher. She genuinely appeared to be excited about teaching and wanted the students to achieve.

Domain E: Specialty Professional Association (SPA)/Content-Area Assessment 2 _____

Domain E focuses on the standards and performance outcomes that have been established by the Specialty Professional Associations (SPAs) – e.g., the National Council of Teachers of Mathematics (NCTM); the National Council of Teachers of English (NCTE); the National Science Teachers Association (NSTA); and the National Council for the Social Studies (NCSS). The standards/performance outcomes listed in Domain E have been selected by EDU faculty and the BW Division of Education – and cover content- and licensure-specific items.

The following list includes examples of performance outcomes/indicators that contribute to an overall rating for Domain E.

1. Uses a wide range of strategies for comprehension, interpretation, evaluation, and appreciation of texts. (3)
2. Adjusts spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes (4)
3. Structures the English language arts holistically. (1)
4. Engages learners in transactions with literature. (17)

Observation Notes:

I believe that Emma followed the standards for Language Arte and becoming aware of the new Core Curriculum from her cooperating teacher. She engaged the learners in both literature and writing using a variety of strategies.

Candidate: Emma Gerdes Term/Year: Fall, 2012

Candidate’s potential for being an effective classroom teacher.

Emma was a pleasure to supervise for this field experience. She was very open to suggestions, and implemented many of the ideas given from her first lesson to the second one that I observed. She has a good background in the subject matter, great work ethic, acts very professionalism and well organized in her planning of the lessons. The more Emma was in front of the class the better her delivery and comfort level became. She listened to the students, worked to help them achieve the objectives of the lessons, and supported them in their responses.

Her cooperating teacher was very supportive of Emma helping her develop her skills in reading in the content and language arts. They seemed to become a team throughout this field experience and Mrs. Dieta gave her many new strategies to implement for various lessons.

Emma is well on her way of becoming an effective classroom teacher. I do believe that she has great potential, and will continue to develop her teaching skills as she completes the next set of field experiences.

Best of luck to you, and enjoy your next methods’ placements.

Candidate – White Copy Division of Education Office – Yellow Copy Cooperating Teacher/Supervisor – Pink Copy

_____/ OR _____/12/2/12 _____/ _____/ _____/ _____/

Signature of Cooperating Teacher

Date

Signature of College Supervisor

Date

_____/ _____/

Signature of Teacher Education Candidate

Date

