

## Evaluation Results

**Author:** Jordan Caplan

**Date Evaluated:** 04/20/2016 01:48:37 PM (EDT)

**DRF template:** Student Teaching Spring 2016 Eval-Template

**Program:** Student Teaching Spring 2016

**Evaluation Method:** Using Form

### Evaluation Summary for College Supervisor: Supv-Observation 6

**Final Score:** Meets Requirement

### Detailed Results (Form used: Stockton Student Teacher Observation Form Spring 16)

**\* Response is required**

#### Stockton Student Teaching Formal Observation Form

This form should be used for all formal observations of the student teacher. A separate midterm & final evaluation form are used after the 3rd and 6th observation by the college supervisor. Contact information is provided at the end of the document if you have any questions or concerns.

##### \* Observation #

\***College supervisors**- minimum of 6 formal observations (3 prior to midterm evaluation & 3 prior to final evaluation)

\***Cooperating teachers**- minimum of 4 formal observations (2 prior to midterm evaluation & 2 prior to final evaluation)

Observation 6

##### \* Date of Observation

April 8, 2016

##### \* Cooperating Teacher

Mrs. Nicole DiGiacomo

##### \* Student teacher

Enter name of student teacher

Jordan Caplan

##### \* Student Teacher Z number

Enter Z number of student teacher

00202689

##### \* Name of K - 12 School

Name of school of student teacher

Jordan Road Elementary

**\* Grade/Subject**

Grade 1/ Science

**\* Number of Students in Classroom**

16 Students

**\* Semester**

Spring 2016

**\* Student Teaching Placement Level**

Elementary

**\* Educators in the Room**

This considers all professionals in the room beyond the student teacher. Many times there may be multiple professionals in the room such as para-professionals, inclusion teacher, one-on-one aide, etc. Professionals are all employees of the school that are active in the classroom at the time of observation. Please check of any that were present when you observed. Use "other" for any not listed.

Other: Cooperating Teacher

## Observation Details

Refer to your personal hard copy of The Framework for Teaching Evaluation Instrument, 2013 Edition by Charlotte Danielson when completing this form. You may also seek additional resources at the Supervisor's website, <http://tinyurl.com/TEDUSupervisor>.

**\* Date Taskstream lesson plan submitted**

April 6, 2016

**\* Topic of Lesson**

Life Science:Guppies

**\* What student teaching model is being used?**

Traditional vs. Co-teaching. If co-teaching team has not been trained by Stockton, they should be using a student teaching traditional model.

Traditional Takeover Model

**\* If you are co-teaching, please select which of of the seven models is being used in this lesson.**

Not applicable- in traditional takeover placement

## Domain 1: Planning and Preparation

During pre-observation conference, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

## **✳ DOMAIN I: Planning and Preparation**

### **1a. Knowledge of content and pedagogy**

- Knowledge of content and structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

### **1b. Knowledge of students**

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills,
- Knowledge and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

### **1c. Selecting instructional goals**

- Value, sequence and alignment
- Clarity
- Suitability for diverse students
- Balance

### **1d. Demonstrating knowledge of resources**

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

### **1e. Designing coherent instruction**

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

### **1f. Designing student assessments**

- Congruence with instructional
- Criteria and standards
- Design of formative assessments
- Use for planning

Details on each component can be found at:  
Danielson Framework Reference

Ms. Caplan submitted a lesson plan that has clear connections between the CCCS and the goal of identifying the male and female guppies. There was a accurate knowledge of the prerequisites of identifying the animals and their habitats with a concentration on pond animals like guppies and snails. Ms. Caplan set an objective that was easily achievable in the lesson time period. She had suitable activities in which all students could participate based on their level. She is knowledgeable about the students she teaches and adjusts and assists students who need help. Ms. Caplan is most aware of the learning processes that need to take place and supplied the students with hands on experiences that let them use their senses in various ways to obtain information about the fish. (1a-c)

Ms. Caplan demonstrated a knowledge of the resources and supplied the animals (snails and guppies) on her own. She designed a workbook that was used to explore the questions about their habitat and their description. The snails were studied the day before the observed lesson and the students would be continuing to work in their workbooks to learn about the guppies. The lesson was clearly coherent and build upon the stated objective of observing, drawing both male and female guppies and describing the similarities and differences. There was a well developed rubric for assessment with a scale from 1-3 to measure the students' ability to achieve the objective. The lesson was appropriately designed to fit in the unit on animals and their habitats. (1d-f)

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## **DOMAIN 2: The Classroom Environment**

During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

## **✳ DOMAIN 2: The Classroom environment**

This domain should address each of the following components:

### **2a. Creating an Environment of Respect and Rapport**

- Teacher interaction with students, both words and actions
- Student interaction with other students, both words and actions

### **2b. Establishing a Culture for Learning**

- Importance of the content and of learning

### **2c. Managing Classroom Procedures**

- Management of instructional groups

- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties

**2d. Managing Student Behavior**

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

**2e. Organizing Physical Space**

- Arrangement of furniture and use of physical space
- Safety and accessibility

Details on each component can be found at:  
Danielson Framework Reference

Ms. Caplan Created an appropriate environment of respect and rapport in several ways. She was able to use her communication to direct the students into the activity referring to the earlier lesson on snails. She reviewed the directions prior to the activity and reminded the students safety requirements for both the guppies and the students. There was a truly well developed sense of learning and this culture followed throughout the lesson. The procedures for the classroom were clear and direct and the students knew what to do and when. They also understood through her words and actions what was expected in the treatment of the live specimens. Ms. Caplan was able to manage the supplies and the materials with ease and was prepared with individual specimen containers for each small group. (2a-c)

Ms. Caplan used her management of procedures to support her behavior management. She reminded the students of the importance of respect for the live specimens encouraging them to do their best. She also reminded them during her instructions that only the senses of sight, sound and smell were to be used. They discussed why it would not be good for the guppies to taste or touch anything in their environment. There were no misbehaviors (and no spilled water) during the lesson. The experiment was set up using their assigned small groups seats and the specimen was easy to see from their own seats. The physical space is appropriate for multiple activities and is accessible to all students comfortably. (2d-e)

## DOMAIN 3: Instruction

During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

### \* DOMAIN III: Instruction

This domain should address each of the following components:

**3a. Communicating with Students**

- Expectations for learning
- Directions for activities
- Explanation of content
- Use of oral and written language

**3b. Using Questioning/Prompts & Discussion Techniques**

- Quality of questions/prompts
- Discussion techniques
- Student participation

**3c. Engaging Students in Learning**

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

**3d. Using Assessment in Instruction**

- Assessment and criteria
- Monitoring of students learning
- Feedback to students
- Student self-assessment and monitoring of progress

**3e. Demonstrating Flexibility and Responsiveness**

- Lesson adjustment
- Response to students
- Persistence

Details on each component can be found at:  
Danielson Framework Reference

Ms. Caplan communicated her expectations with the students in a well prepared manner. She was able to plan for what might happen and was able to instruct students prior to the lesson about Science behavior. She explained content accurately and with simplicity needed for the grade level. She shared her self authored book on guppies and used this as a springboard for discussing the fish. She also communicated how the class would use the KWL

chart to record what they knew and wanted to know about the guppies. By using questions and prompts during the reading of the book and recording on the chart Ms. Caplan was able to have all students participate in some manner. This genuine engagement was carried throughout the lesson. The students shared their ideas about the differences between the male and female fish (size and color) and drew their findings in their workbooks. The pacing and structure of the lesson allowed even the most needy students to participate fully while allowing the more advanced students to be challenged appropriately by adjusting the workbooks and pages. (3a-c)

Ms. Caplan used well developed assessment as a whole class and individually. She asked the students to list characteristics of the guppies after the observation portion and the shared reading about guppies. She then used the chart of snail characteristics (prior lesson) to form a Venn diagram. The students added characteristics that were common to both animals. The students had an opportunity to list on a Post-it<sup>R</sup> one fact they learned in the lesson to be displayed. They also completed the "L" part of the KWL chart. Throughout this lesson Ms. Caplan demonstrated her ability to adjust her lesson in response to students and use student resources like the differentiated workbooks to support the students on their level. This is clearly an example of her persistence in reaching the goal with her students and her responsiveness to their needs.(3d-e)

#### **\* DOMAIN IV: Professionalism**

This domain should address each of the following components:

##### **4a. Reflecting on teaching**

- Accuracy
- Use in future teaching

##### **4b. Maintaining accurate records**

- Student completion of assignments
- Student progress in learning
- Non-instructional records

##### **4c. Communicating with Families**

- Information about the instructional programs
- Information about individual students
- Engagement of families in the instructional program

##### **4d. Participation in a Professional Community**

- Relationships with Colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

##### **4e. Growing and Developing Professionally**

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

##### **4f. Showing Professionalism**

- Integrity and ethical conduct
- Service to Students
- Advocacy
- Decision Making
- Compliance with school/district regulations

Details on each component can be found at:  
Danielson Framework Reference

Ms. Caplan is reflective of her instruction. She is always thinking about ways to increase her role as a model for instruction in the class. She has participated in the professional learning community and participated fully in the school activities as well as teaching. Her record keeping has spanned the content areas she taught and she is especially able to see the trends for learning in her classroom in the Language Arts and Mathematics data. She communicates with families with the help of her cooperating teacher. (4a-d)

Ms. Caplan has grown professionally and continues this growth with each observation. She is interested in many subject areas and has added some of her own resources for instruction in this lesson. She is appropriately professional and respectful of her chosen profession and has learned much from the feed back she has received from colleagues. She is ethical and is compliance with all district and school regulations consistently. She is an genuine advocate for learning and for the students she serves. (4e-f)

#### **\* Accomodations (Describe)**

Please describe accommodations made in planning or that took place during instruction.

There were accommodations for both the academically needy and advanced students through teacher assistance and adjustments in their written cues in the workbook.

### **\* Technology Integration? (Describe)**

Please describe any technology used, other than word processing, in planning or during instruction.

There was no technology noted or used for this lesson and it was not necessary for the goal attainment.

### **\* Conferencing Notes w/Cooperating Teacher**

In the area below, provide a brief summary of conversation with the cooperating teacher regarding student teacher progress including observations regarding improvement/change since the last visit.

Her cooperating teacher mentioned that when there was a confusion in the ordering of the specimens Ms. Caplan purchased them at a pet store so that the students would have the full experience. We also discussed the value of Ms. Caplan's presence in the classroom.

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## **School of Education**

Please direct any questions, concerns, or technical issues to:

Stockton University  
School of Education  
101 Vera King Farris Drive, Galloway, NJ 08205  
Phone: (609) 652-4688 Fax: (609) 626-5528  
E-mail: Jeanne.DelColle@stockton.edu

## **Form Information**

Danielson, Charlotte (2014). The Framework For Teaching Evaluation Instrument, 2013 Edition. Princeton, NJ: Charlotte Danielson Group.

Revised 12/2015

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