

X Nov _ Feb _ Other

Panel Contact _____ ✓

Career In Teaching

Intern's Name: _____

School: _____

Mentor's Name: _____

Grade/Subject Level: Grade 6

Observation Dates/Times: 9/12 (10:00am-2:00pm), 9/18 (10:55am-3:30pm), 9/25 (10:45am-1:30pm), 10/2 (1:00pm-3:30pm) 10/10 (10:15am-1:30pm), 10/14 (10:15am-2:00pm), 10/21 (10:30am-1:00pm), 11/3 (10:15am-1:30pm)

Conference Dates: 9/1, 9/2, 9/3, 9/4, 9/9, 9/12, 9/18, 9/22, 9/23, 9/25, 10/2, 10/6, 10/7, 10/10, 10/14, 10/18, 10/21, 10/25, 10/26, 10/28, 11/3, 11/5, 11/6, 11/14

Effective:	Performance meets or exceeds professional expectations
Developing:	Performance continues to improve in areas indicated.
Ineffective:	Performance needs improvement in areas indicated.

1. Planning and Preparation
Demonstrates knowledge of important concepts when planning; demonstrates knowledge of students when planning; sets instructional outcomes; Demonstrates knowledge of resources; Designs coherent instruction based on NYS/Common Core Content Standards; Designs coherent instruction for diverse learners; Designs student assessments that correspond to instructional outcomes and that guide planning

X Effective ___ Developing ___ Ineffective

_____’s plans are becoming reflective of all aspects of instructional planning. She is beginning to develop a deeper understanding of content and pedagogy which goes beyond simply understanding the Common Core Modules. Due to the depth and density of the Common Core Curriculum in ELA, Katie examines each module, thinking through the important concepts, and connecting them to other disciplines to deepen student understanding of the content. For example, in ELA Module 1, her students are studying the purposes and elements of mythology. They are reading Rick Riordan’s The Lightning Thief, as well as other complex informational texts about the elements of mythology. To provide much needed prerequisite knowledge and deepen understanding, _____ coupled this work with a Social Studies unit on Ancient Greece.

_____ is consistent in her use of on-going assessment strategies to ascertain the skill levels of her students. She and her students have created data binders in a hands-joined effort to design assessments with special attention to individual goals and needs. Based upon this, _____ has created flexible groups for instruction in both ELA and writing.

_____ was recently asked to pilot Ruth Culham’s “Traits Writing” with her sixth graders. To this end, _____ and I sat down to work on merging this writing program into the Common Core Modules so that each complements, but does not detract from the other. We plan to co-teach each trait, giving students a common language with which to discuss and extend the writing they are doing in the ELA Modules.

2. Classroom Environment

Creates an environment of respect and rapport; Establishes a culture for learning; Manages classroom procedures and routines that support student learning; Manages student behavior; Organizes physical space to promote safe learning

X Effective

_____ Developing

_____ Ineffective

_____ has a nice, easy rapport with her students. Her demeanor is calm, helping to create an atmosphere that is safe and inviting. Through positive interactions with each individual student, she has worked diligently to create and maintain a learning environment where all students feel valued. She has established a behavior management plan that includes a system where students move clips up and down on a chart that ranges from 1-6, with 6 being the most positive. Each day, all students begin on square 4, giving them room to move their own clip in either direction as a result of their own behavior throughout the day. At the end of each day, a student helper records the final square that each landed on, and at the end of the week, students add their points for a prize. The prizes; or incentives include privileges such as "Fun Lunch" and "Fun Friday." While the system is still visible in the classroom, it has become evident in recent weeks that student behavior is moving from the extrinsic to the intrinsic. Because student behavior is generally appropriate, incentives are now coupled with meeting academic demands and maximizing transitions ("Thank you for being ready. You may go move your clip up.") And ("Thank you to all who have completed all assignments this week. You will be treated to a pizza lunch today.").

As is common in many middle level classrooms, _____ has a few students who are asserting their individuality, but unfortunately doing so in a negative manner. _____ has forged connections with the parents and caregivers of these students and remains consistent in her firm and respectful handling of infractions in behavior. _____ and I are also planning home visits to speak with the parents that cannot be reached by phone.

_____ and her students recently invited me to take part in a morning "peace circle". The purpose of the circle is to have students share their thoughts or feelings around a given topic. All students have the opportunity to speak if they so choose. Similarly, _____ plans a daily journal that also focuses on non-academic topics to create a genuine discussion, or forum to safely share topics of interest and importance to this age group.

_____ continues to make modifications to the physical environment to ensure that the arrangement is appropriate to planned learning activities. We have tried several different arrangements of desks, tables, and work spaces, all promoting student cooperation and collaboration. There are structures in place for transitions so that there is little loss of instructional time as students move in and out of the classroom as well as in out of partner work and small groups.

3. Instruction

Communicates clearly with students; Uses effective questioning and discussion techniques; Engages students in learning (activities/assignments, grouping of students, instructional materials/resources, structure and pacing); Uses Assessment in instruction (monitors student learning, has assessment criteria, provides effective feedback, encourages student self-assessment and monitoring of their progress); demonstrates flexibility and responsiveness.

_____ Effective

X Developing

_____ Ineffective

For each lesson that _____ teaches, the goals for learning are clearly communicated to her students. She uses both auditory and visual models, working through the process if necessary for understanding. Using response formats such as *thumbs up-thumbs down*, as well as individual checks for understanding, she ensures that all students are clear about what they are expected to do during a lesson. For example, during a recent lesson on writing an analytical mini-essay about mythological elements and theme, the students were to follow set criteria to peer critique each other's work. _____ walked through the steps as they were listed on the Smartboard while

also modeling how to use the Peer Critique recording form. As she explained each step, she called on a student to repeat the direction that she had just given. Throughout the lesson, [redacted] checked in with each pair asking probing questions such as, "What does this criteria mean?" And, "How specifically does your partner's essay meet this criteria?" Her lessons consistently have a clearly defined structure from beginning to end with pacing suitable for intellectual engagement and including time for reflection and closure.

One of the areas that [redacted] is very focused on is the need to formulate questions that create genuine discussion, and deepen student understanding. She is beginning to embed strategies such as *Think Pair Share* and *Silent Mingle* which allow students to share information with each other and frontload their minds to take in new information. [redacted] also understands the need to revisit the major learnings at the end of each lesson. For example, to bring closure to a lesson on determining a theme based on details in a literary text, [redacted] used a strategy called "Back to Back; Front to Front". The questions she asked were formulated from the learning targets that drove the lesson. For example, *I can determine a theme based on details in a literary text*, was asked as, "Was it difficult for you to identify a theme? Why or Why not"? At this point, students were to stand with their backs to each other and think silently about their answers. When [redacted] said the words, "front to front", students turned around and shared their answers with the rest of their learning trio.

Quite often, [redacted] includes the scoring criteria into her instruction, ensuring that her students know and understand the criteria that will be used to assess their work. For example, during a recent unit on Ancient Greece, the students were given the criteria to be met while creating an informational travel brochure. [redacted] and I are currently collaborating on ways to fully involve students in the assessment of their own writing. We are preparing to co-teach a mini unit on the 6+1 Traits of Writing ensuring that student-friendly scoring guides will be fully integrated into all phases of writing instruction.

4. Professional Responsibilities

Reflects on teaching practices to assess the effectiveness of lessons and plans lessons accordingly; Maintains accurate records about student progress; Communicates/engages with families about the instructional program and about student progress; Participates in the school community and district through collaborative relationships with colleagues, participation in school and district projects; Develops and grows professionally by participating in professional learning opportunities to enhance content knowledge and pedagogical skill; Shows professionalism

Effective

Developing

Ineffective

[redacted] is very reflective in her practice, knowing where she is in both her self-knowledge, as well as her task knowledge. To this end, she avails herself of any and all opportunities to improve in areas she feels she needs to develop further. She is currently involved with the High Performance Planning Committee at School #46 aimed at improving instruction through the planning phase to lesson delivery.

[redacted] is very organized, keeping well documented records of parent phone calls, emails, and reports. She also meets with her grade level team and building coaches on a daily basis for targeted teacher development.

As one of [redacted] professional goals is to improve student learning through the use of differentiation strategies, we will begin to measure this goal by analyzing individual student work.

Mentor's Signature: _____

Date: 11/14/14

Intern's Signature: _____

Date: 11/14/2014

Intern may attach a response or comments. Please return form underseal to Mentor Program Coordinator, CIT Office