

**Supervisor**  
**Visit # 2 Evaluation**

Visit Date:

09/23/2015

Visit Time:

10:30 AM

Classes Observed:

MS Art

General Comments:

Lesson Plan: Today, the lesson today centered on a duck tape portrait. The lesson plan also contained 3 objectives connected to Standards VA:Cr2.1.8a and FA:Cr1.3.8 and FA:Cr2.2.8, material to be used in the lesson, vocabulary, a brief description of the instructional activities, and evaluation strategies to check on objective coverage. A rubric was provided to show how the project will be evaluated. It passed the simple test of whether a substitute could easily follow the plan to effectively teach the lesson. It also showed how the objectives would be sufficiently covered.

Classroom Observations: At the bell, all 20 students entered and retrieved from their portfolio their portrait started from yesterday. When all were nearly seated and ready, the roll was taken and entered into the computer. Gaining the attention of most students, the lesson began with an overview of the day's activities – continue their pointillism portrait embellished with attractive detail. (She had put the objective on the board.) Instructions were then given to continue to create the realistic portrait drawing using the pointillism technique using strips, dots, duck tape, and squares of colored paper as their paintbrush. Here, she covered safely in using craft knife and scissors, tips on completing the portrait like how to remove duct tape to not tear paper. Students then worked at eight tables in groups of two and three. Great introduction! The project will be graded using a well-constructed 5 criteria rubric. Students then worked at 8 tables with two and sometimes 3 at a table. Ashley moved well around the room interacting with every student. With time left, she have students return materials, clean up, and put project in their portfolio. A short closure followed when all were seated. The class ended with students leaving at the dismissal of the teacher. Overall, the lesson plan, which contained clear objectives, detailed instructional procedures, and evaluation techniques, was effectively implemented.

This was a difficult class to control mainly due to three students. Three observations could be made to help Ashley better manage the class. First, with most students working on task during the period, the noise level, at times, was load, mainly due to three males. Turner, Ethan, and Wes

students tested Ashley numerous times during the work period. Here, she tried numerous redirections with several working with Ethan and Wes for a brief period of time. However, several times she tended to respond to their deflective comments to get her to enter on another discussion. Here, it is suggested she try the broken record technique. Second, Turner at times took control of the focus of class with his loud comments. Again, Ashley reacted to each one with a low level redirection, but few of these lower level redirections worked. (Over 86 redirections with 3 whole class redirections were observed during the period. Nearly 2/3's of these were directed to three students.) She tended to expend most of her time with these three students. Here, it is suggested Ashley develop and use a hierarchy of techniques to move from lower level to higher level interventions to "say what you mean and mean what you say." Third, it is also suggested, as she moves around the tables, that she lower her voice as she comments to individual students and continue to scan the classroom. As students worked individually, Ashley had a tendency to use a loud voice that distracted other students. Here, it is suggested she use quiet attending behaviors. During the individual student checks, where students lined up to get their plans checked, Ashley commented on each. However, little scanning of the rest of class led to numerous off-task behaviors and bunching of students around the computers.

During the student work period, Ashley showed a number of highly effective behaviors. First, Ashley was exceptionally strong at giving positive feedback to her students. Numerous positive comments were witnessed with EVERY student receiving motivating commentaries about their work. Second, Ashley also worked well one-on-one with students with a smiling demeanor and humorous comments. It was evident most students responded well to her confident, constructive mannerisms. Her high optimistic demeanor was evident in her interactions. Third, Ashley also was very attentive about correcting grammar and improper wording (can = may, can't = can, shut up, etc.) This was done in a fun instructive manner. She also was highly attentive to teaching values like respect and politeness. Several teachable moments were used to point out how these behaviors should display themselves. Fourth, voice projection, articulation, appropriate vocal speed, and grammatically correct language were witnessed throughout the lesson. Speaking in complete sentences, few vocal segregates (OK, you know, uh) were noticed as the lesson was taught. Overall, good start!

Targets: As targets for next visit, it is suggested she: 1) increase scanning of the classroom to catch off-task behaviors when working one-on-one; 2) expand and polish discipline hierarchy to "say what you mean and mean what you say" to cut down on redirections.

She is to be commended for participating a several preschool staff meetings and extra-curricular activities. Also, to continue to expand her professional knowledge base, she is reading various texts and watching numerous videos on a range of instructional and management techniques by using CANVAS, the online learning management system.

Seminar Activities: During the opening month of her student teaching experience, Ashley has laid the foundation for a very successful teaching experience through her course work. First, she has thoroughly explored the policies and procedures of the school by completing a 200-item orientation checklist. She knows most students by name, and has explored various procedures to open, conduct, and end his classes. Second, she has developed a written philosophy where she believes that all her students will learn the curriculum, that she is the one responsible for that learning, and that individual student achievement is a matter of time and providing opportunities where success breeds success. Third, she is acquiring a legal knowledge base that will help her to perform the daily classroom responsibilities in a professional manner. Here, she has passed a comprehensive law exam that covered the judicial basis for education, basic legal terminology, teacher hiring and dismissal, and general classroom legal responsibilities towards such topics as child abuse, sexual harassment, suicide, drugs, weapons, personal searches, locker searches, corporal punishment, student evaluation, first aid, medication, slander, field trips, equal opportunity in sports, home schooling, religious and political opinions, creationism, prayer, and special education. Next, in a special training session, she achieved Blood Borne Pathogen Certification. Fifth, in the Thursday seminars, she has explored lesson planning, objective writing, and presently has the knowledge to construct an effective Hunter lesson plan. Sixth, she is exploring various management strategies, developing a Management Plan, and is working on consistency in enforcing her classroom rules using a discipline hierarchy. Finally, she conducted a Shadow Study where she shadowed a student for a day and explored how the time of day, room artifacts, class atmosphere, class procedures, instructional strategies, questioning, teacher dispositions, peer actions, seating position and general physical characteristics affected the student's behavior. Overall, she is very busy individual and has handled the time demands well.

Cooperating Teacher: Early evaluations from the field also show a positive start. The Initial Evaluation completed by the cooperating teacher after the first several weeks of the experience show ratings of Developing (2) and above on the 55 indicators – the candidate's skills and awareness levels are developing. There are also numerous Effective (3) ratings showing she is consistently demonstrating competence with minimum assistance or prompting. This is a good early start! Also, in pre-conference discussions, the cooperating teacher was pleased with her general professional development. Other than common beginning characteristics on classroom management, no major concerns were expressed. She is continuing to develop rapport with students, exploring curriculum, and making plans to gradually assume the remainder of the classes. Early lessons have gone fairly well. Attendance and punctuality have been good and a positive impression has been made with her enthusiastic demeanor. She is to be commended for her quick orientation and assimilation into the school's culture. Overall, a good start!

Reminders for next visit:

1. Develop and implement a plan to improve on each of the targets listed above.

2. Keep up-to-date on class assignments.
3. In planning your future lessons, continue to explore using various instructional techniques. If possible, next time, show me how you are varying instruction.
4. In planning for student evaluation, make sure you build in multiple avenues for students to meet the objectives. If possible, next time, show me how you are using different assessments techniques to give students feedback.
5. Keep expanding your management skills such as increased scanning and consistency in redirection and “saying what you mean, and meaning what you say.”

Conference Held:

Conference: A conference was held with Ms. Southard, the cooperating teacher, and Ashley, the student teacher to first check on program questions, review teaching load, and assess progress so far. Using a clinical supervision model, a pre-conference was held to review the lesson plan and class characteristics. Using the computerized report, a post conference covered the class observations, commendations, and suggested targets. A written report was given to the student teacher at the next seminar. A digital picture was taken with the cooperating teacher and loaded on to the GUS evaluation system so she can use it in her website portfolio. Several short videos were also taken of her teaching.

## **Supervisor**

### **Visit # 3 Evaluation**

Visit Date:

10/21/2015

Visit Time:

12:00 PM

Classes Observed:

Elem Art

General Comments:

Lesson Observations: In visiting today, Ashley already seemed at ease. Today, just as in previous visits, she was dressed professionally and showed improved poise and confidence. She looked and acted as a regular teacher. In her interactions, it was apparent that she is already expanding her student rapport and is establishing a friendly yet professional distance with her students. Attendance and punctuality have been good.

Targets: As for suggested targets, it is suggested she continue to work on: 1) developing consistency in positioning and scanning the classroom, making sure to frequently scan as she works with individual students; 2) expanding her developmentally appropriate art activities and skill development by using the Internet for lesson ideas. Incredible Art is a good resource to start with: <http://www.incredibleart.org/lessons/>. Good improvement was shown with the identified previous targets in the last field visit! It is obvious she takes feedback seriously and strives to get better. Because of her reflective nature, I have no doubt she will mature into a highly effective teacher! I am very proud of Ashley!

Field Evaluation: In examining Ms. Southard's (the previous cooperating teacher) Mid-term Evaluation of the first eight weeks of the experience, it is evident positive development is occurring on all 55 indicators. A rating of 2 (Developing) and above was recorded on the evaluation. A majority of the indicators showed consistently effective demonstration with a rating of 3 (Effective) or higher. Overall, this was a very positive mid-term evaluation.

Professional Activities: Ashley is to be commended for getting involved in several after-school activities during her student teaching. She is also to be applauded for getting herself in the position for employment. She is preparing her resume' and professional website. Here, she is collecting professional artifacts to show her ability as an effective teacher and displaying them on her website. So far, she is having a very successful experience.

Seminar Activities: Since the last evaluation, Ashley has acquired through seminar participation a professional knowledge base dealing with classroom management, active shooter training, poverty influences on students, and the process of acquiring a Kansas license and teaching job. First, in the area of management, she is continuing to polish her classroom management plan that contains clear rules and, as noted above, is developing consistency in reinforcing those rules. She also participated in a three hour A.L.I.C.E. training (<http://www.alicetraining.com/>) where she learned the actions (Alert, Lockdown, Inform, Counter, and Evacuate) to take when there is an active threat in the building. Second, in the area of instructional science, she has explored her teaching and learning styles using six instruments and also added the multiple intelligences instructional model to her instructional paradigms. Taking the orientation that all students have strengths with which they can learn, she can now plan individual lessons that use and assess the various learning styles. Finally, she got an inside view of the job interview process through interactions with various superintendents.

Post Conference: Past and future assignments were discussed during the post conference and/or in the previous seminars. The upcoming Teacher Work Sample (TWS) and the Professional Portfolio Website were reviewed. As for the Teacher Work Sample, an evaluation rubric and sample model were provided. As for the Professional Portfolio, an evaluation rubric and list of

possible artifacts were provided. With the Shadow Study, a challenging student was observed for an entire day, visiting all the classes in the student's schedule. After acquiring background information on the student, her written paper synthesized the environmental factors that seemed to influence the behavior and academic achievement of the student during the day. The paper was well-written and showed professional insight, detail in observation, and logical conclusions. Overall, I am very proud of Ashley's development as a professional educator!

#### Reminders:

1. Develop and implement a plan to improve on each of the targets discussed and/or identified as suggestions for improvement in the written report. Remember, if you are sick make sure you call the cooperating teacher and me.
2. Continue to work on your Teacher Work Sample making sure you address all sections and decide what items you want to include in your website.
3. If for some reason you have not taken the PLT and Content Knowledge Test, sign up for the next available date.
4. If you have any concerns, questions, or need to change times for our last visit, call 620-875-2697, email me at [crunyan@pittstate.edu](mailto:crunyan@pittstate.edu), or use CANVAS to contact me.
5. Remember, by Monday, November 30th, you will submit on CANVAS both your Work Sample and Professional Portfolio website.
7. Your last day is Friday, December 1, 2015. Then on Monday, December 7th, you will return to PSU where you will be recognized for your achievements in becoming a teacher. Also, you will get all assignments returned and receive your grades for the semester.
8. Learn something new everyday!

#### Conference Held:

Mid-Semester Switch and Conference: After eight weeks, to meet the requirements for K-12 certification for Art, a switch was made to allow for both elementary and secondary experience. As was the previous experience, this is a positive and supportive placement. Both the cooperating teacher and student teacher seemed pleased with one another and have had frequent discussions.

In a meeting with Ms. Clark, the cooperating teacher, a number of items were reviewed: the elementary art class schedule, a general timeline for the student teacher's assumption of teaching duties, the Thursday sessions dates and activities, university course assignments, absence procedures, the GUS evaluation system, and contact information. A memo was given to the cooperating teacher that also covered each item in detail.

A pen with the inscription "Thank you for being a teacher." was given as a small thank you for helping train a future teacher.

A conference was also held with Ashley. For this second placement, the student teacher has toured the building and has met many of the staff. She has been getting to know the art room routines and started early to take over classes by team teaching. So far, things have gone smoothly. Student names are becoming familiar and are being used in interaction; student rapport seems to be developing. The cooperating teacher had reviewed the Professional Semester Handbook and was pleased with the progress so far. This report will be uploaded to the GUS system so it is available to the cooperating teacher, academic supervisor, and the student teacher. A picture of the cooperating teacher was taken to be used in an end of the year video of the semester. The first draft of the video can be seen at:  
<https://animoto.com/play/0aHHclacbwBS18oD0q7i5w>

### **Supervisor**

#### **Visit # 4 Evaluation**

Visit Date:

11/12/2015

Visit Time:

09:20 AM

Classes Observed:

Elem Art

General Comments:

Conference: A conference was held with Mrs. Clark, the cooperating teacher. An explanation memo, explaining how to complete the final evaluation on-line, and mailing envelope, to mail a signed copy of the evaluation back to PSU, was left. A big Thank You for being a cooperating teacher accompanied the material as well as a small gift. A conference was also held with Ashley, the student teacher. The last visitation report was given to her to put in her portfolio. The

activities of the day were reviewed and future class requirements were discussed. A list of ten suggestions to end the semester was covered.

#### Conference Held:

Observation: For this final observation, a number of positive indicators should be mentioned. After discussions with the cooperating teacher as well as watching her in action today, it is evident Ashley has had a very successful student teaching experience. Each individual was highly complimentary praising her for the concern shown to each of them, her task-oriented and confident nature, and her calm, pleasant demeanor. None had any major suggestions for improvement, and each would feel comfortable with having her as a teacher at their school.

The lesson plan for the day contained two clear objectives connected to three Missouri Curriculum Standard 1: VA:Cr1.1.Ka, and two others, material to be used in the lesson, detail in the description of the instructional techniques, and evaluation strategies.

The lesson was well implemented. Students were engaged from beginning to end with all participating in each of the multiple activities. All material was ready and desks clean to start class. As students entered, they were greeted at the door. The 14 kindergarten students came in quietly and took seats. Two entered late and were welcomed by Ashley. Positive checkmarks were given for being seated in one of six tables quietly. Objective: To begin class she transitioned to Egyptian/Greek mythology being covered in their regular class and overviewed the lesson. A-Set: She covered two terms “myth” and “monster” through whole class team. Then she introduced and read (paraphrased because of time) two books about monsters to illustrate story telling, “Go Away Big Green Monster” and “There was an old Monster.” Here, she was exceptional. In reading the book she was very expressive – vocal tonal variation, facial expressions, and picture showing. To check on comprehension she asked over 16 whole class questions and answered 3 student questions. Also, she would every so often reward checkmarks to raising hands, talking in turn, quiet voices. Instruction: She then showed students a monster’s illustration ideas for bodies, eyes/noses, mouths, and hair. Modeling: She then modeled drawing an example with students from different teams class upon. Again, she used whole class questions to select parts of the monsters. Using each of the six colored identified groups, she called on a specific student to tell her what to draw. Moving to coloring the drawing she demonstrated the use of the markers and use of certain colors. During this 19- minute instructional episode, she asked over 32 whole class questions and achieved equal distribution, with high use of positive feedback and probing. Guided Practice: During the 25-minute project work episode, she orderly passed out the paper and materials. By colored teams, she called each up for a paint shirt. As students worked, she moved well around the six tables giving positive comments and keeping students on task. Several times she showed class a positive example. “Very nice! Did you guys see this?” She had excellent attending behaviors with eye contact, pleasant voice, and calm demeanor.



Management System: She used a number of Positive Discipline techniques like “I like the way...” and positive checkmarks for positive behavior. At 8 minutes, she started the count down with 3 minutes left and used the blinking light to signal clean up. There was good attention to detail: “Are you making sure you are putting your name on the paper.” “Oh no, what got water on the floor; we will need to clean that up.” To end class, she totaled each of the class’s checkmarks and let the highest total group to line up first.

This was a well-taught and managed class with a host of procedures used to provide a smooth instructional period.

Summary: Overall, today, just as in previous visits, Ashley was highly enthusiastic and expressive and showed a positive concern for all her students. It was evident in observing the classes that students saw her as their teacher and that a positive rapport had been developed. She always seemed to be well prepared and knew her material; in each lesson she actively involved her students through questioning and various interactive strategies. Her teaching was always organized around clear objectives connected to standards and delivered in a sequential manner; poise and confidence grew with each visit. Her classroom consistently became more orderly and conducive to learning. She was especially impressive with her questioning with a high use of questions, equal distribution, appropriate wait times, and positive feedback. She showed strong improvement in orchestrating the various activities, overlapping and handling the multiple tasks, and keeping a progressive momentum by providing transitions between teaching episodes and keeping an effective pace. Though fine, withitness in scanning the classroom and keeping track of all activities will continue to improve as she gets her own classroom. Today, it seemed that she was their regular teacher.

Targets: As with any beginning teacher, it is suggested Ashley continue to polish and look for ways to use more student names in questioning.

Cooperating Teacher Evaluation: Early evaluations from this second field placement also show a positive start. The elementary cooperating teacher’s Initial Evaluation (Mrs. Clark) completed after the first several weeks of the experience show ratings of Developing (2) and above on the indicators - the candidate’s skills and awareness levels are developing. There are also numerous Effective (3) ratings showing he is consistently demonstrating competence with minimum assistance or prompting. This is a good early start for the second part of the 16-week art field placement! A number of strengths were identified and no major concerns were mentioned in the formative narrative assessment. Also, in pre-conference discussions, the cooperating teacher was pleased with his general professional development. Other than common beginning

characteristics, no major concerns were revealed. She is continuing to develop rapport with students, exploring curriculum, and making plans to gradually assume the remainder of the classes. Early lessons have gone fairly well. Attendance and punctuality have been good and a positive impression has been made with his enthusiastic demeanor.

**Self-Assessment:** The Teacher Needs Assessment Questionnaire (TNAQ) was given to the student teacher to complete for the final seminar. The 51-item instrument asks the student teacher to assess the extent of importance, accomplishment, and need to improve on over fifty instructional activities typically associated with an effective educator. When tabulated, the self-assessment yields a ranking of perceived needs, areas targeted for further development, and a stage of development. Using as a basis the Fuller and Brown stages of survival, mastery, and impact, the instrument places the student teacher in one of the three stages - Establishing Structures (Survival), Developing the Science of Teaching (Mastery), and Cultivating the Art of Teaching (Impact). The results of this TNAQ will be compared to the results of the TNAQ completed on the first week of the semester to assess the extent of change. Going beyond the normal demands of the Professional Semester, she should be commended for self-assessing her own development during the semester.

**Teaching Styles:** Over the past month, it was also evident that Ashley understands her teaching and learning styles and has expanded them in an effort to engage all students. During the seminars and in her classroom, she has been exploring how her styles can effectively be used to influence student performance.

**Myers-Briggs** (which sorts temperaments between Extroversion/Introversion, Sensing/Intuition, Thinking/Feeling, and Judging/Perception) She is identified as ENFJ.

**Gregoric Style Indicator** (which measures a dominate thinking style identified as either Concrete Sequential, Abstract Sequential, Abstract Random, or Concrete Random) She tends to be Abstract Random.

**True Colors** (which classifies teacher as Orange, Green, Gold, and Blue) She tested into the classification of a Blue teacher.

**Zenhausen Hemisphericity Profile** (which identifies her dominant brain hemisphere – Analytic or Global) She was Global with a significant 1.3 degree of dominance.

Brain-based Preference Inventories, (which identifies her left/right brain dominance). She finds herself to be right-brain.

Gardner's Multiple Intelligences (verbal/linguistic, logical mathematical, musical/rhythmic, visual/spatial, body/kinesthetic, interpersonal, and intrapersonal) Her dominant intelligence was Verbal/Linguistic.

Overall, Ashley has used several instruments to explore her teaching styles and, thus, can clearly describe her teaching orientation and instruct using different styles to positively influence her students. In my opinion, she has made a very successful transition from a student to a teacher and is ready to start her career.

Post Conference: In the post conference, we talked about suggestions to successfully end the semester. It was suggested Ashley: invite the principal to his class, collect various materials to help start next year, visit other teachers as she gives classes back, ask students to evaluate her teaching, thank the cooperating teacher and principal, and make sure she is on time for the final seminars. The Teacher Work Sample and Professional Portfolio were also reviewed. To end the semester, she is putting the finishing touches on his Professional Portfolio website and the Teacher Work Sample. For the portfolio, she is selecting various artifacts to document professional competence in all six areas of the PSU knowledge base and preparing them for evaluation using an extensive rubric. The Teacher Work Sample is also be prepared which will include contextual factors showing the student diversity in the class, objectives based on national and state standards, an assessment plan designed to analyze student performance using pre and post assessments, a multiple technique instructional design, and an analysis/reflection of the unit. It, too, will be evaluated using a detailed rubric. These projects and her student teaching evaluations should yield very sound professional credentials.

Summative Comments: From a summative perspective, over the past semester, Ashley has developed a strong professional knowledge base and competencies in a number of areas. She has a strong personal philosophy that all her students will learn from her. She has identified and effectively practiced numerous policies and procedures particular to the school and the classroom. Her management plan effectively covers specific rules and has a discipline hierarchy of actions she will use to reinforce desired behaviors. She knows how to professional act with students and is continuing to develop her subject knowledge by everyday adding stories and illustration. She can construct and effectively use numerous instructional models and various educational technologies to set a very stimulating learning environment. Overall, her student teaching experience has been a very positive learning experience. Over the past sixteen-week student teaching experience, she has shown very positive development on each of PSU's sixty

effective teaching behaviors. This has led to a very strong foundation to begin her first year of teaching. Without reservation, I know Ashley will become an excellent teacher.

Reminders: Remember that as the semester comes to an end, you should: 1.) Work with the cooperating teacher to give back classes at natural breaks in the instruction and, if you have not already done so, consider developing a student evaluation form to get feedback on your teaching. 2.) As you give back classes, visit other classrooms and spend time with the special education teacher to explore the various accommodations/modification that could be used for special need students. 3.) Visit our class CANVAS site to view and read various materials with which you still are unfamiliar. Make sure you watch the New Teacher videos to give you ideas for your own classroom. 4.) Before leaving the school on the last student teaching day, collect any needed references and thank appropriate people. Make sure you sign your cooperating teacher's final evaluation. If you plan to substitute, apply for an emergency substitution certificate. 5.) Plan to be on time for the Monday, December 7th, 9:00 am seminar. The last seminar will be held in the Bicknell Center of the Performing Arts. Here, we will celebrate your completion of student teaching and, when we return to our classroom to get your grades, complete licensure papers, and give the Dean feedback on your years at PSU. In the afternoon, you will visit your academic supervisor.

Note: A number of the NA (No Opportunity to Evaluate) indicators on your evaluation will be documented and evaluated more fully using information from the Teacher Work Sample and the artifacts in the Professional Portfolio submitted after this evaluation. The Teacher Work Sample will be used to primarily assess numbers 1, 2, 3, 4, 6, 17, 18, 26, 31, 32, 33, 34, 36, and 50. These indicators mainly have to do with planning and assessing a unit that are usually not witnessed on my classroom visits. These ratings will show up in your final evaluation, and, if you follow the template, should be very positive.