

ASSESSMENT RECORD

Candidate _____ Jana Dean _____ Supervisor _____ Jacque Ensign _____

School Bush Middle School School District Tumwater Grade Level(s) middle math

Observation Date: 5/13/; 6/3/08

Written Sources of Evidence

1. The teacher candidate sets learning targets that address the EALRs & state learning goals		Comments (evidence of performance)
A. Alignment	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Meets 8 th and 9 th grade standards (new math standards)
B. Meaningfulness/ Importance	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Factoring is critical for understanding graphs of functions.
C. Developmental and Instructional Appropriateness	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Visual basis for factoring quadratics
D. Accuracy	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	see plans
E. Multicultural Perspectives	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Embedded in pedagogy – conversation, etc.
2. The teacher candidate demonstrates knowledge of the characteristics of students & their communities.		Comments (evidence of performance)
A. Developmental Characteristics	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Me <input type="checkbox"/> Not Observed	Classroom management – student movement around the room
B. Exceptionalities	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Students are partnered with others who can best support their learning
C. Cultural Backgrounds, Ethnicity, Language Development, SES, Gender	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Research demonstrates that a student-centered pedagogy supports students of diverse cultural backgrounds.
D. Approaches to Learning	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Me <input type="checkbox"/> Not Observed	Moving from visual to symbolic and back supports learning
E. Prior Knowledge and Skills	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Students carefully scaffolded to this point with contextual learning
F. Community Factors that Impact Student Learning	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Special ed students without access to their teacher during this time period.
3. The teacher candidate plans & establishes effective interactions with families to support student learning & well being.		Comments (evidence of performance)
A. Appropriateness	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	see plans
B. Purpose	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	see plans
C. Cultural Responsiveness	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Awareness of ‘school’ as a place of power that not all families feel they can access.
D. Two-Way Communication	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Consistent proactive contact from before the school year begins
4. The teacher candidate designs assessment strategies that measure student learning.		Comments (evidence of performance)
A. Alignment	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Posted objective informally assessed at the end of lesson or the start of the next day.
B. Technical Soundness	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	assessments measure objectives
C. Formative & Summative Assessment	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Early work, repeatedly assess formatively before summative


D. Multiple Modes & Approaches	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Individualized feedback given during HW check
E. Feedback	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Feedback given during round of 'HW check'
5. The teacher candidate designs instruction based on research & principles of effective practice.		Comments (evidence of performance)
A. Alignment	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	see plans
B. Lesson Sequence	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	see unit plans for sequence
C. Research-Based Pedagogy	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	NCTM based, and 2C
D. Academic Knowledge & Perspective	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	see plans
E. Culturally Responsive Learning Activities	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	2C
F. Materials and Resources	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	provided in classroom
G. Use of Technology	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Later, students used graphing calculators to check to see if expressions are equivalent
H. Heterogeneous Grouping	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Yes – all the time
I. Student Engagement	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	Yes it is high

Observation

6. The teacher candidate aligns instruction with the plan & communicates accurate content knowledge.		Comments (evidence of performance)
A. Alignment	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	aligned with plan & content great impromptu intro to lesson when sts were doing an arm dance before class that she then used as a segway into today's lesson, "That square is getting bigger & smaller. That's changing 2 dimensions. That's what we're going to do today."
B. Meaningfulness Opportunities to Learn	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	guided whole class, partners, indiv
C. Accuracy	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	listened to st explanations & carefully explained misconceptions
D. Interdisciplinary Instruction	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	with dance
E. Culturally Responsive & Gender-Sensitive Instruction	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	talking about mathematics & supportive of multiple solutions supports all sts- not just traditionally successful sts
7. Students participate in a learning community that supports student learning & well-being.		Comments (evidence of performance)
A. Democratic Classroom	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	cooperative expectations posted on wall & supported throughout class
B. Respect	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	peer to peer partnerships & student-T interactions
C. Learning Community	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	partnerships also when st demonstrated solution in front of class & stumbled, T and sts were supportive
D. Self-Directed Learning	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	sts allowed to give suggestions how to better their team solving record

E. Diverse Perspectives	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	rules for partnerships support this popsicle sticks to fairly call on sts
F. Heterogeneous Grouping	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	see 7c
8. Students engage in learning activities that are based on research & principles of effective practice.		Comments (evidence of performance)
A. Questioning and Discussion Techniques	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	in partnerships as well as whole class sts challenged to try sketching figure before it was demonstrated on overhead. "It's challenging. Don't be afraid to draw it." "I like hearing what I'm hearing and the struggles you are having. That's good as that's how you are learning."
B. Delivery and Pacing	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	
C. Differentiated Instruction	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	gender balanced for answers, participation
D. Active Learning	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	sketching to oral directions first guided together CMP book with partners 8A too
E. Technology	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	sts show work on overhead
9. Students experience effective classroom management & discipline.		Comments (evidence of performance)
A. Use of Classroom Materials	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	to start class & during class
B. Equitable Discipline	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	consistently
C. Transitions	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	given they are talkative, moving-loving adolescents, they do transitions efficiently with music and movement to turn in work
D. Response to Interventions	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	sts out of line reminded once and that was all needed for rest of class period
E. Democratic Practices	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	sts set up how partnerships can support learning one class signed covenant (the class for whom contracts are congruent with their home cultures)
10. The teacher candidate & students engage in activities that assess student learning.		Comments (evidence of performance)
A. Alignment	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	multiple formative during period
B. Multiple Modes and Approaches	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	homework, in-class problems done individually as well as some done in teams in which they have to then present solution to teacher orally as well as in writing
C. Feedback	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	each problem demonstrated on board so all could self-check even if T hadn't gotten to each st to check constructive, detailed feedback to each team as they presented their solution to teacher. Had to pass that before they could go to next cooperative problem
D. Understanding of Assessment	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	sts know targets that have to be met and self-assess themselves on how they are meeting those targets along the way before their final test
E. Self Assessment	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	10C
F. Student Reflection	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	reflection using hand signals to T

G. Positive Impact on Student Learning	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed	on formative (and on summative for previous units-haven't had summative yet for this unit)
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Supervisor Signature  Date 6/3/08