

Evaluation Results

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DRF template: 2012-2013_Secondary Education Social Studies

Program: Secondary History/Social Studies 2012-2013


Evaluation Method: Using Rubric

Evaluation Summary for EDC 484: High School Coop Teacher Final Eval (High School Cooperating Teacher Final Evaluation)

Final Score:	145.00 (out of 145)
Evaluator added files:	 Russell Levendusky: Letter of recommendation (Word Document (Open XML))
Overall comments:	Russell has maintained the highest level of commitment to his lessons, student needs and personal growth. His willingness to engage in meaningful conversation is indicative of the type of teacher who is always looking to improve his craft. His lessons are designed to provide a high level of rigor with appropriate accommodations for individual learning styles. Furthermore, his utilization of technology has been a very effective tool in communicating expectations, progress and curriculum. Russell's website has become an integral part of his student, family and school resource support that reaches well beyond the school day. See the attached letter for a more detailed description of Russell's experience at Warwick Veteran's Memorial H.S.

Detailed Results (Rubric used: Cooperating Teacher Student Teaching Evaluation)

Attached Standards:  

1.1 Connecting students' prior knowledge, life experience, and interests with learning goals				
(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.	Asks questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning goals and objective of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.
 Standards				
Criterion Score: 5.00				
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs				

<p>(1) Little Evidence</p> <p>Uses a few instructional strategies. Delivers instruction with available resources and materials.</p>	<p>(2) Approaching the Standard</p> <p>Varies instruction to increase student participation. Selects strategies, resources, and visuals with some consideration of students' academic and linguistic needs.</p>	<p>(3) Meets the Standard</p> <p>Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.</p>	<p>(4) Above the Standard</p> <p>Uses a repertoire of strategies and resources. Select and differentiates learning to accommodate students' diverse learning styles.</p>	<p>(5) Well Above the Standard</p> <p>Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.</p>
<p>Standards</p>				

Criterion Score: 5.00

1.3 Facilitating learning experiences that promote autonomy, interaction, and choice

<p>(1) Little Evidence</p> <p>Directs learning experiences through whole group and individual work with possibilities for interaction and choice.</p>	<p>(2) Approaching the Standard</p> <p>Varies learning experiences to include work in large groups and small groups, with student choice within learning activities.</p>	<p>(3) Meets the Standard</p> <p>Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.</p>	<p>(4) Above the Standard</p> <p>Uses a variety of learning experiences to assist students in developing independent working skills and group participation skills. Supports student in making appropriate choices for learning.</p>	<p>(5) Well Above the Standard</p> <p>Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.</p>
<p>Standards</p>				

Criterion Score: 5.00

1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

<p>(1) Little Evidence</p> <p>Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students.</p>	<p>(2) Approaching the Standard</p> <p>Provides some opportunities for students to monitor their own work and to reflect on progress and process.</p>	<p>(3) Meets the Standard</p> <p>Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on and discuss progress and process.</p>	<p>(4) Above the Standard</p> <p>Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on progress and process.</p>	<p>(5) Well Above the Standard</p> <p>Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on progress/process as a regular part of learning experiences.</p>
<p>Standards</p>				

Criterion Score: 5.00

2.1 Creating a physical environment that engages all students

<p>(1) Little Evidence</p> <p>Arranges room for teacher accessibility to or visibility of</p>	<p>(2) Approaching the Standard</p> <p>Arranges and manages room for easy movement and</p>	<p>(3) Meets the Standard</p> <p>Designs movement patterns and access to resources to promote</p>	<p>(4) Above the Standard</p> <p>Designs and manages room and resources to accommodate</p>	<p>(5) Well Above the Standard</p> <p>Uses total physical environment as a resource to promote</p>
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students. Room displays relate to the curriculum. Movement and access may be restricted by barriers.

access to resources. Room displays represent current topics of study.

individual and group engagement. Room displays are used in learning activities.

students' needs and involvement in learning. Displays are integral to learning activities.

individual and group learning. Students are able to contribute to the changing design of the environment.

Standards

Criterion Score: 5.00

2.2 Establishing a climate that promotes fairness and respect

(1) Little Evidence

Establishes rapport with individual students. Acknowledges some incidents of unfairness and disrespect.

(2) Approaching the Standard

Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.

(3) Meets the Standard

Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.

(4) Above the Standard

Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.

(5) Well Above the Standard

Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring and respect and may initiate creative solutions to conflicts.

Standards

Criterion Score: 5.00

2.3 Promoting social development and group responsibility

(1) Little Evidence

Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities.

(2) Approaching the Standard

Uses some strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.

(3) Meets the Standard

Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom.

(4) Above the Standard

Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.

(5) Well Above the Standard

Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.

Standards

Criterion Score: 5.00

2.4 Establishing and maintaining standards for student behavior

(1) Little Evidence

Communicates rules and consequences. Responds to disruptive behavior. Focuses on presenting lessons.

(2) Approaching the Standard

Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes some positive behaviors.

(3) Meets the Standard

Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.

(4) Above the Standard

Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's in a respectful way.


(5) Well Above the Standard

Facilitates a positive environment in which students are guided to take a strong role in maintaining and monitoring behavior.

Standards


Criterion Score: 5.00

2.5 Planning and implementing classroom procedures and routines that support student learning

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Establishes some procedures to support student learning. Students are aware of the procedures.	Develops and guides students to learn routines and procedures for most activities.	Identifies, supports, and monitors students in following routines and procedures that are appropriate and efficient for the learning activities.	Uses strategies to assist students in developing and maintaining equitable routines and procedures.	Assists all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.
 Standards				


Criterion Score: 5.00

2.6 Using instructional time effectively

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Pacing reflects too much or too little time for learning activities, classroom business, and transitions.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely. Uses strategies to pace and adjust instruction to ensure continual engagement.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts, and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to self-monitor time on task.
 Standards				

Criterion Score: 5.00

3.1 Demonstrating knowledge of subject matter content and student development

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Has a basic knowledge of subject matter and student development. Promotes an understanding of key concepts.	Uses knowledge of subject matter to identify key concepts and associated skills.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).
 Standards				

Criterion Score: 5.00

3.2 Organizing curriculum to support student understanding of subject matter

(1) Little Evidence	(2) Approaching	(3) Meets the	(4) Above the	(5) Well Above
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Demonstrates some knowledge of curriculum to support student understanding.	the Standard Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Standard Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.	Standard Organizes and sequences subject matter to coordinate core curriculum and content standards within and across subject matter as appropriate.	the Standard Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.
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Standards

Criterion Score: 5.00

3.3 Interrelating ideas and information within and across subject matter areas

(1) Little Evidence Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	(2) Approaching the Standard Identifies key concepts and skills in core curriculum and standards and connects lessons to previous learning.	(3) Meets the Standard Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	(4) Above the Standard Integrates key concepts, skills and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	(5) Well Above the Standard Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students. Supports students' application of cross-curricular learning.
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Standards

Criterion Score: 5.00

3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter

(1) Little Evidence May use a few instructional strategies to make the content accessible to students.	(2) Approaching the Standard Matches one or more appropriate strategies to subject matter to effectively communicate concepts.	(3) Meets the Standard Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	(4) Above the Standard Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	(5) Well Above the Standard Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.
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Standards

Criterion Score: 5.00

3.5 Using materials, resources, and technologies to make subject matter accessible to students

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
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Uses available instructional materials, resources, and technologies for specific lessons to support student learning.

Uses instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.

Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students. Resources are made available to all students.

Selects, adapts, and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.

Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.

Standards

Criterion Score: 5.00

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs

(1) Little Evidence

Uses available materials and resources for academic lessons with some attention to students' interests and learning needs.

(2) Approaching the Standard

Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests, and learning needs.

(3) Meets the Standard

Develops lessons that incorporate students' prior knowledge, interests, instructional and linguistic learning needs.

(4) Above the Standard

Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs, to extend student understanding.

(5) Well Above the Standard

Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs and diversity to challenge all students.

Standards

Criterion Score: 5.00

Comments on this criterion (optional): Russell has spent a great deal of time (above and beyond the typical classroom lesson prep expected) to get to know his students. He makes himself available every day after school and uses this time to learn more about the backgrounds and interests of his kids which he utilizes in motivating them to perform.

4.2 Establishing and articulating goals for student learning

(1) Little Evidence

Goals for lessons may be identified for students. Activities for lessons are explained.

(2) Approaching the Standard

Communicates expectations for student learning in most lessons.

(3) Meets the Standard

Articulates and links goals to instructional activities. Maintains high expectations when setting goals for students.

(4) Above the Standard

Ensures that students understand short- and long-term learning goals. Goals reflect high expectations and challenge students at their level.

(5) Well Above the Standard

Articulates short- and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.

Standards

Criterion Score: 5.00

Comments on this criterion (optional): Clear objectives are established and students are constantly prompted to establish the means by which the objectives will be met.

4.3 Developing and sequencing instructional activities and materials for student learning

(1) Little Evidence

(2) Approaching the Standard

(3) Meets the Standard

(4) Above the Standard

(5) Well Above the Standard

Develops lessons to address a particular concept or skill utilizing available resources.

Develops most concepts and skills through a series of lessons that connect and consider student linguistic and instructional needs.

Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills and considers linguistic and instructional needs.

Develops and sequences lessons appropriate to subject matter complexity and interrelatedness to ensure student learning.

Sequences instruction to help students synthesize and apply new knowledge and make connections within and across subject matter areas.

Standards

Criterion Score: 5.00

4.4 Designing short-term and long-term plans to foster student learning

(1) Little Evidence

Plans for daily lessons and activities based on available materials, curriculum outlines, and student content standards.

(2) Approaching the Standard

Plans for daily and weekly lessons with attention to unit/short-term goals and student content standards.

(3) Meets the Standard

Develops short-term and long-term plans that organize and link goals with learning activities and student content standards.

(4) Above the Standard

Designs and sequences short-and long-term plans appropriate to the content. Plans integrate goals, student content standards, and learning activities.

(5) Well Above the Standard

Designs short-term and long-term plans that are comprehensive and cohesive across the content.

Standards

Criterion Score: 5.00

4.5 Modifying instructional plans to adjust for student needs

(1) Little Evidence

Follows lessons as planned.

(2) Approaching the Standard

Adjust lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusions.

(3) Meets the Standard

Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.

(4) Above the Standard

Uses assessments to inform modifications of lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.

(5) Well Above the Standard

Uses a wide range of assessments to inform modifications of lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.

Standards

Criterion Score: 5.00

5.1 Establishing and communicating learning goals for all students

(1) Little Evidence

Uses available textbooks, resources, and curriculum guidelines to develop learning goals.

(2) Approaching the Standard

Identifies learning goals for lessons utilizing student content standards. Goals are communicated to

(3) Meets the Standard

Articulates goals based on student content standards. Clearly communicates learning goals to students and families.

(4) Above the Standard

Establishes clear and appropriate goals based on student content standards, with consideration of students' learning

(5) Well Above the Standard

Integrated learning goals into all learning activities. Establishes, reviews, and revises learning goals with students and families

students without revision.

needs. Involves students and families in developing individual goals to support learning.

on an ongoing basis.

Standards

Criterion Score: 5.00

5.2 Collecting and using multiple sources of information to assess student learning

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Uses one or two sources of information to assess student learning and monitor student progress.	Uses several assessments to monitor student progress.	Develops strategies to use assessment tools for monitoring student progress and informing instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short- and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.

Standards

Criterion Score: 5.00

5.3 Involving and guiding all students in assessing their own learning

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Checks and monitors work in progress. Communicates student progress through school mandated procedures.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in correcting work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self-assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in self-and peer assessment and in monitoring their progress and goals over time.

Standards

Criterion Score: 5.00

5.4 Using the results of assessment to guide instruction

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Administers required assessments. Recognizes student confusion and re-teaches material primarily using the same technique.	Use information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad-based checking for understanding in instruction and is able to modify and redesign lessons as needed.

Standards

Criterion Score: 5.00

5.5 Communicating with students, families, and other audiences about student progress

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
With cooperating teacher provides students and families with information about their progress through school mandated procedures.	With cooperating teacher provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as needed.	With cooperating teacher provides students with information about their current progress and how to improve their work. Establishes communication with families and support personnel.	With cooperating teacher engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and support personnel.	With cooperating teacher involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.

Standards

Criterion Score: 5.00

6.1 Reflecting on teaching practice and planning professional development

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Reflects on elements of teaching (e.g., pacing, procedures, discipline, movement, materials, etc.).	Reflects on instructional successes and dilemmas. Plans professional development to add to instructional strategies and knowledge of student learning.	Reflects on the relationship of teaching practice and student learning. Plans professional development based on reflections.	Analyzes and reflects on teaching and learning based on evidence gathered regularly. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.

Standards

Criterion Score: 5.00

Comments on this criterion (optional): Russell spent a great deal of time with me before and after the school day reflecting on his lessons, student performance and assessment. He was always open to suggestions on best practices as well as offering his own insight on the same.

6.2 Establishing professional goals and pursuing opportunities to grow professionally

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Does not develop goals through required processes. Attends required in-service trainings.	Develops goals through required processes. Attends required in-service trainings.	Sets goals considering self-assessment and other feedback. Expands knowledge and skills through available professional development opportunities (e.g., workshops, classes, seminars, etc.).	Sets short-term professional goals based on self-assessment of effectiveness, student learning, and feedback. Seeks out opportunities to realize professional goals.	Sets and modifies short- and long-term goals considering self assessment and feedback from a variety of sources. Actively engages in and contributes to professional development.

Standards

Criterion Score: 5.00

6.3 Working with colleagues to improve professional practice

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Establishes a positive working relationship with few to no colleagues. Interacts infrequently with colleagues to gather resources. Rarely seeks out trusted colleagues to consider solutions to problems with students.	Establishes a positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Expands positive working relationships with colleagues and support staff. Collaborates to plan curriculum, coordinate resources, and solve problems.	Works constructively with colleagues and support staff to improve student learning and reflect on practice.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.

 **Standards**

Criterion Score: 5.00

6.4 Balancing professional responsibilities and maintaining motivation

(1) Little Evidence	(2) Approaching the Standard	(3) Meets the Standard	(4) Above the Standard	(5) Well Above the Standard
Has a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains a positive attitude through the year, demonstrates professional integrity, and balances professional responsibility with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.

 **Standards**

Criterion Score: 5.00