

# The Field Files

From The Office of Field Services

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## How Are YOU Being Evaluated?



The Ohio Standards for the Teaching Profession (OSTP), a commonality among many of the education initiatives in the state of Ohio, are the umbrella over the evaluation tools used to assess your performance as a pre-service teacher, as a resident educator (when you obtain your initial teaching license), and through the state mandated evaluation systems such as OTEs and TDES.

The observation tool mentors and supervisors will be using breaks down your performance by the 7 Ohio Standards for the Teaching Profession.

- While mentors and supervisors observe, they will script your lesson on the lesson plan itself, on separate paper, or both.
- Following the lesson, you will meet with the observer and discuss strengths and weaknesses which will be noted on your observation form.
- Many supervisors are scripting your entire lesson and selecting one or two standards for the focus of your discussion during the **post-conference**.
- After reviewing your lesson together, you both will craft a goal or next step and outline what you (the intern) will do in working toward your goal and additionally what the mentor or supervisor will do to provide support to you in that process.
- After the post-conference, the observer will complete the “check-list” of the Standards with U for unacceptable, E for emerging, or ME for meets expectation.
- It is possible that the observer will leave some of the spaces blank because of a lack of evidence in the specific area.
- For example, your supervisor may not have evidence of your collaboration with the community to promote a positive environment for student learning.
- It does not negatively impact you if an area is blank, however, you are encouraged to familiarize yourself with the **Ohio Standards for the Teaching Profession** and the observation tool so that you may provide evidence of how you are emerging in an area or meeting expectations.

House Bill 484 requires Educator Preparation Programs to measure pre-service teachers by a tool aligned to The Ohio Standards for the Teaching Profession in order to prepare you for the evaluations used in the profession. Please see the sample observation tool (to the right). **Notice that the Ohio Standards for the Teaching Profession are the baseline for measuring your teaching.**

Next Observation Date:	Focus for next visit:		
<p>1: Understands student learning, development, diversity (C2)</p> <p>Knowledge of students (A1) (A4)</p> <p>Knowledge of student development</p> <p>Expect all students will achieve (A3)</p> <p>Model respect for diversity (A1) (B5)</p> <p>Identifies intervention needed for enrichment, reinforcement, remediation (A1) (C3)</p>	<p>2: Knowledge of content area</p> <p>Knowledge content and how to teach it to students (A3) (A6 - A18) (C2)</p> <p>Use of instructional strategies to teach concepts</p> <p>Knowledge of district and state contents (A3)</p> <p>Ability to use cross-curricular approach (C1)</p> <p>Ability to make content relevant</p>	<p>3: Varied assessments for instruction and evaluation to ensure student learning</p> <p>Use of varied diagnostic, formative and summative assessments and how to use data generated (A5) (C5) (C6)</p> <p>Analyze data to monitor student learning (C5) (C6)</p> <p>Plan, differentiate and modify instruction (A5) (C2) (C3) (C5) (C6)</p> <p>Communicate progress with various stakeholders (C6)</p> <p>Use of self-assessment and goal setting</p>	<p>4: Plan and deliver effective instruction for each learner (B3) (C1)</p> <p>Align instructional goals with district and state standards (A2)</p> <p>Address the achievement gap</p> <p>Link learning activities to defined goals (C4)</p> <p>Plan instructional design and delivery based on students' think and learn (A2) (A4) (C2)</p> <p>Differentiate instruction to support learning needs of all (A2) (A4) (B3) (C2)</p> <p>Activities help student become independent learners and complete problem solvers (A4) (C4)</p> <p>Use of technology and resources to enhance Learning (C3)</p>
<p>5: Learning environments that promote high levels of learning and achievement</p> <p>Test students fairly in respectful environment (B1) (B4)</p> <p>Environment is physically and emotionally safe (B5)</p> <p>Motivate students to work productively and assume responsibility for learning (B3) (B4)</p> <p>Students work independently, collaboratively and/or as a whole class</p> <p>Maintain environment conducive to learning for all (B4) (B5)</p>	<p>6: Collaborate and communicate with stakeholders to support student learning</p> <p>Communicate clearly and effectively (D2) (D3)</p> <p>Share responsibility with parents to support student learning, emotional and physical development and mental health (D2) (D3)</p> <p>Collaborate with school stakeholders (D2) (D3)</p> <p>Collaborate with community to promote positive environment for student learning</p>	<p>7: Assume responsibility for professional growth and serve as a member of a learning community</p> <p>Follow ethics, policies and legal codes of professional conduct (take responsibility for engaging in continuous and purposeful professional development (C4)</p> <p>Be an agent of change to impact teaching quality, school improvements and student achievement. (D2)</p>	<p>Other</p> <p>Timely lesson plans (C7)</p> <p>Professional Dispositions (D1)</p> <p>Attendance</p>
<p>Use the following ratings for the items in boxes 1-7.</p> <p>U: Unacceptable</p> <p>E: Emerging</p> <p>ME: Meets Expectations</p>			
<p>Comments: Please provide additional documentation for any standard that is scored as "Unacceptable" and discuss immediately following the observation.</p>			
<p>Dispositions: Using the following criteria, check the appropriate box to evaluate the candidate's professional dispositions.</p>			
	Unacceptable	Acceptable	
1 Regular and Punctual Attendance			
2 Dependable and Responsible (e.g., initiates timely communication with cooperating teacher and supervisor regarding absences, scheduling, documentation, etc.)			
3 Demonstrates positive communication skills with students, colleagues, and supervisor			
4 Appropriate use of technology for non-classroom activities (e.g., not using Facebook, texting, personal emails, etc.)			
5 Appropriate Social Media (e.g., passion for teaching, positive attitude, no inappropriate content on personal websites such as Facebook or Twitter, not "blending" students, etc.)			
6 Appropriate Professional Appearance (e.g., proper attire, personal hygiene, etc.)			
7 High Ethical Standards (e.g., proper citation of resources, not representing others' work as your own, adhering to the Student Academic Code of Conduct, etc.)			
8 Appropriate Grammar and Vocabulary (including use of slang, inappropriate humor, etc.)			
9 Responsive to Constructive Feedback			
10 Respects Privacy of Students and Confidentiality of Information			
<p>Comments: Please provide additional documentation for any disposition that is scored as "Unacceptable" and discuss immediately following the observation.</p>			

Please see the observation form attached to initial email

## Vocabulary Corner

**Student Growth Measures:** The change in student achievement for an individual student between two or more points in time. Three categories of student growth measure used in the evaluation system are: value-added, ODE-approved vendor assessment, and Student Learning Objectives (SLOs).

**Value-added:** According to ODE, "Value-added analysis is a statistical method that helps educators measure the impact schools and teachers have on students' academic progress rates from year to year." Value-added calculations come from 4 – 8 grade reading and math OAA scores. As PARCC assessments become operational, they will replace the OAAs to provide value-added data.

# Unpacking Standards into “I Can” Statements

(OSTP 2 and 4)

**Unpacking Standards is a complicated process that involves breaking a standard down into student friendly language to create a learning target or “I Can” Statement to be used in a lesson. This process is critical because it allows for evidence that students know what they are expected to know and be able to do at the end of a lesson, and it guides the instructor in creating assessments that measure the day’s learning.**

Follow this sample process and try to use a standard you are working with in your own classrooms to practice unpacking standards into “I can” statements.

1. Select the standard you are using in planning your lesson.
  - English Language Arts Standard 3 for Reading for Literature Grade 3 students states, “Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
2. Highlight the verbs in the standard: Describe, explain
3. Identify any academic vocabulary essential to the standard: traits, motivations, sequence of events

4. Break down the standard into individual skills that can be measured. Remember to use student friendly language
  - I can list qualities of a character.
  - I can describe why individual characters make the choices they make.
  - I can describe how a character is feeling in a story.
  - I can examine how character actions connect to what happens in the story.

**It would be highly unusual to have 4 “I can” statements in 1 lesson.** This would likely be a unit that would span over a time set by you and your mentor teacher or by a district level pacing guide.

Allow these “I can” statements to guide your planning process and assist you in creation of assessments.

The next issue coming out on Friday, September 26 will build on unpacking standards and develop using **Bloom’s pedagogy wheel** as a tool in finding different ways to assess for mastery level of an “I can” statement. [Follow this link to see visual examples](#)

## Make-and-Take Exit Ticket Tool

(OSTP 3)



1. **At the conclusion of a lesson,** hand-out exit slips with a closing question and a space for students to answer. If the learning target is, “I can list qualities of a character,” have students answer a question that will help you know that they can in fact do this.
2. As students are exiting the room or transitioning to their next activity, have them place their exit slip in the file jacket that indicates their level of mastery.
3. When you take the slips out, be sure to accurately label which file jacket each group of slips came from.
4. Now you are able to quickly check answers to questions in order to gauge level of mastery on today’s skill, and you are able to check for students’ capabilities in monitoring their own understanding.
5. Review the slips and chart your data so that you are able to plan for the next day. A review may be necessary or some students may have a common confusion. Use this data to guide your planning before you move on into the next skill.

### Shopping List

- File Jackets
- card stock
- contact paper
- ink for printer
- mounting tape
- exit slips with your

# Co - Teaching as a Team: What does Collaborative Teaching Look Like?

(OSTP 6)

**A** commonality between interns and mentors in many partnerships is fear. Interns are often afraid to take over a class and make a mistake that will result in a setback for themselves or the children in the classroom, and mentors are often afraid that interns will take over the class and make a mistake that will result in a setback for themselves or the children in the classroom. Notice the similarity?

**Co-teaching is the “new way” of student teaching.** It involves collaboration in all of its approaches and **requires co-planning, co-instructing, and co-assessing.** Less than a decade ago, novice teachers had two – three years of additional coaching opportunities during their first few years as a licensed teacher. Many districts did not begin administrator evaluations until at least the second year that a teacher was employed in the district. Even though resident educator does involve mentoring for at minimum the first three years of a teacher’s initial license, first year teachers are evaluated by state approved systems. That is why it is so important that pre-service teachers are learning through collaboration. This also allows for classroom teachers who serve as mentors to maintain a level of control in their classrooms and toward student growth.

One collaborative approach, **Team teaching**, allows for both the mentor teacher and the intern teacher to share the stage and use each other’s strengths to plan and instruct a quality lesson.

- In the **co-planning** process it is wise to discuss each other’s strengths and preferences. Perhaps one person in the pair enjoys working with technology more than the other and wants to create a Prezi for a lesson while the other would prefer formatting the supplemental materials.
- **Co-instructing** is a team approach where the mentor and intern “share the stage” and interact collaboratively perhaps engaging in a role play activity or active modeling of note-taking.
  - Co-teachers can debate an issue showing opposite points of view.
  - Take parts of two different characters to enhance similarities, differences, motivation, sequence of events.
  - One teacher can use a document camera or SMARTboard to actively take notes or create a concept map while the other introduces a new concept. This will help to account for different learning styles.
  - Teachers can team to help students master a concept by providing different visuals for easily confused vocabulary words
- **Co-assessing** in this type of approach involves debriefing after the lesson together to reflect upon what worked and didn’t work in the lesson and splitting up student work to assess student understanding.



## Important Dates

**Practicum and Student Teaching Application for Spring 2015 closes September 30**

**edTPA Task 2 Information Sessions in Julka Hall computer labs**

**Thursday 9/18:**

Early Childhood 9 - noon  
Middle Childhood 1 - 4

**Friday 9/19:**

Specials and Secondary 9 - noon  
Special Education and  
Early Childhood Special Ed 1 - 4

**Open Lab for edTPA work**

Saturday 9/13 from 9 - noon  
Saturday 10/4 from 9 - noon

**CSU 50th Anniversary Parade and Block Party and 50 Book Challenge Kick-off**

Friday, September 19

## Team Teaching



\* Strategy and Model provided by Dr. Wendy W. Murawski