

Survey Start Date

11/1/2017 10:02:26 AM

Survey End Date

11/1/2017 11:01:27 AM

Device Name

spolychronis-iPad



Teacher Candidate:

Karen Clements



Date:

11/01/17



Evaluation Level:

- Student Teaching



Purpose of Evaluation

- Observation



Grade/Subject:

ELED Cluster



School/Mentor:

Maria Montessori/ Dana



Completed by:

Shamby Polychronis



Indicator 1.1 - Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs.

- 3- Meets Preservice Standard (Inservice Emerging)



Indicator 1.2 - Collaborates with families, colleagues, and other professionals to promote student growth and development.

- 3- Meets Preservice Standard (Inservice Emerging)



Standard 1 Comments

Working on developing work behavior to get students prepared for moving back into the general education setting. Lessons are focused on the behavior and work skills required by all other students (e.g. Use of mat, work cycle, self management, etc.)

ABC

Standard 1 Additional Comments



Indicator 2.1 - Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all.

- 3- Meets Preservice Standard (Inservice Emerging)

ABC

Standard 2 Comments

Beyond the preparation for reintegration, students are receiving individual instruction on communication skills, motor tasks, academic skills, etc. Focus on behavior has become a significant part of the curriculum.

ABC

Standard 2 Additional Comments



Indicator 3.1 - Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.

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Indicator 3.2 - Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

- 3- Meets Preservice Standard (Inservice Emerging)



Indicator 3.3 - Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively.

- 3- Meets Preservice Standard (Inservice Emerging)

ABC

Standard 3 Comments

The classroom has been rearranged to be more inviting (without being overly reinforcing), include. A better traffic pattern (mild/mod moved near the door), and calming. Engagement with kids focuses on a de-escalating/soothing interaction (whisper volume, soothing music, mild sensorial, etc.).

ABC

Standard 3 Additional Comments



Indicator 4.1 - Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language.

- 3- Meets Preservice Standard (Inservice Emerging)

ABC**Standard 4 Comments**

Beyond the focus on appropriate behavior, Karen engages the kids in age-appropriate activities such as grade-level work, science reading, etc.

ABC**Standard 4 Additional Comments**

Indicator 5.1 - Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction.

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Indicator 5.2 - Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways.

- 2- Developing



Indicator 5.3 - Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills.

- 2- Developing

ABC**Standard 5 Comments**

Data is being collected on behavior (although not observed today). Other informal assessment was conducted to make changes to the routine, re-engage students who were wandering, etc.

ABC**Standard 5 Additional Comments**

Indicator 6.1 - Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning.

- 2- Developing



Indicator 6.2 - Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

- 2- Developing

ABC**Standard 6 Comments**

Montessori lesson plans were followed, and behavior plans have been created to support the unique needs of students. Methodology for instructional programming was followed (has permission to not focus on the writing of IPs while the focus is on behavior).

ABC**Standard 6 Additional Comments**

Indicator 7.1 - Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners.

- 3- Meets Preservice Standard (Inservice Emerging)



Indicator 7.2 - Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.

- 3- Meets Preservice Standard (Inservice Emerging)



Indicator 7.3 - Supports and expands each learner's communication skills through reading, writing, listening, and speaking.

- 3- Meets Preservice Standard (Inservice Emerging)



Indicator 7.4 - Uses a variety of available and appropriate technology and resources to support learning.

- 3- Meets Preservice Standard (Inservice Emerging)



Indicator 7.5 - Develops learners' abilities to find and use information to solve real-world problems

- 3- Meets Preservice Standard (Inservice Emerging)

ABC**Standard 7 Comments**

Methods observed today:

- (1) Least-to-most prompting
- (2) Direct instruction
- (3) Not engaging in power struggles via redirection
- (4) Higher-order questions directed at generalizing skills to the bigger world

ABC**Standard 7 Additional Comments**

Has a natural ability to find constant opportunities to re-engage kids based on interest. For example, when Sienna wanted to also have yellow paper, Karen immediately welcomed her to do so, reminded her of the rule to keep paper on the table, and pick up the red scraps that she had thrown on the floor. When she was done with the activity, Karen got her to do a little more work by asking what Miss Holly would like (reinforced by preferred adult).



Indicator 8 - Adapts and improves practice based on reflection and new learning.

- 3- Meets Preservice Standard (Inservice Emerging)

ABC

Standard 8 Comments

Karen is constantly thinking through improving the classroom and instruction. She seeks out help from her colleagues n

ABC

Standard 8 Additional Comments



Indicator 9.1 -Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community.

- 3- Meets Preservice Standard (Inservice Emerging)



Indicator 9.2 -Advocates for the learners, the school, the community, and the profession.

- 3- Meets Preservice Standard (Inservice Emerging)

ABC

Standard 9 Comments

Karen works seamlessly with her para and with the SPED team! They problem solve, write IEP goals, and create new opportunities. This is a highly effective team!



Indicator 10.1 - Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.

- Yes



Indicator 10.2 -Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development

- Yes

ABC

Standard 10 Comments

I can not begin to express how impressed I am with Karen's (and other members of the team) determination to be ethical in their treatment of students with difficult behavior! Despite being told to implement a highly intrusive (and abusive) behavioral segregation booth, the team worked tirelessly to change everything in the environment to avoid going in this direction. This is one of the most incredible things I have seen in a long time!!!!

ABC

General Comments:

I am beyond impressed by Karen's efforts. Each visit has a marked difference that shows an improved experience for the students!

ABC

General Comments continued:

Karen is not a typical first year teacher. Any student lucky enough to work with her will benefit from her calm demeanor and excellent skill set!

ABC

General Comments continued:

ABC

General Comments continued:

ABC

Goals:

1. Continue to implement the behavior plans-they are working!!!!
2. Continue to explore sensory options to add to the students selection menu.



Completer Signature & Student Signature

Shirley P. Jones