

Performance Assessment Rating Form

Employee: Lauren CaputoAssignment: Language ArtsDistrict/LEA: MASD/Christopher R. KingSchool: Middle SchoolRating Date: December 6, 2019☐ Completed by Employee☒ Completed by Rater**Domain #1: Planning and Preparation**

(0)

(1)

(2)

(3)

1a. Demonstrates knowledge of content and pedagogy

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

1b. Demonstrates knowledge of students

☐ Failing☐ Needs Improvement☐ Proficient☒ Distinguished

1c. Sets instructional outcomes

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

1d. Demonstrates knowledge of resources

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

1e. Designs coherent instruction

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

1f. Designs student assessments

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished**Domain #2: Classroom Environment**

(0)

(1)

(2)

(3)

2a. Creates an environment of respect and rapport

☐ Failing☐ Needs Improvement☐ Proficient☒ Distinguished

2b. Establishes a culture that is challenging and rigorous

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

2c. Manages classroom procedures

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

2d. Manages student behavior

☐ Failing☐ Needs Improvement☐ Proficient☒ Distinguished

2e. Organizes physical space

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished**Domain #3: Teaching and Learning**

(0)

(1)

(2)

(3)

3a. Communicates appropriately with students

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

3b. Uses questioning and discussion appropriately

☐ Failing☐ Needs Improvement☐ Proficient☒ Distinguished

3c. Engages students in learning

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

3d. Uses assessment to guide instruction

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

3e. Demonstrates flexibility and responsiveness

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished**Domain #4: Professional Responsibilities**

(0)

(1)

(2)

(3)

4a. Reflects on teaching and student learning

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

4b. Maintains accurate records

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

4c. Communicates with families

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

4d. Participates in a professional community

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

4e. Is growing professionally

☐ Failing☐ Needs Improvement☒ Proficient☐ Distinguished

4e. Shows professionalism

☐ Failing☐ Needs Improvement☒ Proficient☐ DistinguishedEmployee: Lauren CaputoDate: 12/20/19Rater: Christopher R. KingDate: 12/20/19

Performance Assessment Rating Form

Employee: Lauren CaputoAssignment: Student TeacherDistrict/LEA: MASDSchool: WGURating Date: 12/17/19

Completed by Employee



Completed by Rater

Domain #1: Planning and Preparation	(0)	(1)	(2)	(3)
1a. Demonstrates knowledge of content and pedagogy	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
1b. Demonstrates knowledge of students	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input checked="" type="checkbox"/> Distinguished
1c. Sets instructional outcomes	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
1d. Demonstrates knowledge of resources	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
1e. Designs coherent instruction	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
1f. Designs student assessments	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

Domain #2: Classroom Environment	(0)	(1)	(2)	(3)
2a. Creates an environment of respect and rapport	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input checked="" type="checkbox"/> Distinguished
2b. Establishes a culture that is challenging and rigorous	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
2c. Manages classroom procedures	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
2d. Manages student behavior	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
2e. Organizes physical space	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

Domain #3: Teaching and Learning	(0)	(1)	(2)	(3)
3a. Communicates appropriately with students	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
3b. Uses questioning and discussion appropriately	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
3c. Engages students in learning	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
3d. Uses assessment to guide instruction	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
3e. Demonstrates flexibility and responsiveness	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

Domain #4: Professional Responsibilities	(0)	(1)	(2)	(3)
4a. Reflects on teaching and student learning	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
4b. Maintains accurate records	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
4c. Communicates with families	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
4d. Participates in a professional community	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input checked="" type="checkbox"/> Distinguished
4e. Is growing professionally	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
4e. Shows professionalism	<input type="checkbox"/> Failing	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

Employee: Lauren CaputoDate: 12/17/19Rater: Clark ELDate: 12/20/19

Planning and Reflecting Form

(To be Completed by the Employee)

Employee: Lauren Caputo

Date: 11/26/19

Domain #1 - Planning (To be completed by the staff member prior to the observation)

1a. What is the specific content to be taught in the lesson?

This lesson will be co-taught in a Tier III Language Arts class. We will be listening to an audio version of Holes by Louis Sachar as students follow along in their own books. We will pause the audio sporadically and answer the correlating questions in the students' study guides. We are emphasizing the students' ability to recall what has been read while answering the questions.

1b. How will you differentiate the lesson for groups or individual students?

With this being a Tier III Language Arts class, the lesson material is adapted to the students' lower level abilities. We are allowing more time to read and review the story, and the study guide questions are more straightforward than would be found in a traditional 7th grade Language Arts class.

1c. What do you want students to learn during this lesson?

I want students to learn what happens in Holes chapters 17-21. I want them to be able to recall the events of the story while discussing the study guide questions.

1d. What resources will you use to teach this lesson?

- Holes by Louis Sachar
- Audio version of Holes via YouTube
- Smart Board
- Lap top
- Study guide

1e. Briefly list the steps of this lesson?

See attached lesson plan.

1f. How will you know if the lesson was successful?

I will walk around the classroom throughout the lesson, checking that students have written the correct answers down in their study guides.

Environment and Instruction Form
(To be Completed by the Principals/Supervisor)

Employee: Lauren Caputo

Assignment: Lang. Arts

Observer: Chris King

Date: December 5, 2019

Domain #2 - Classroom Environment

2a. Is there an atmosphere of respect and rapport between and among students and adults?

Interactions between teacher and the student is respectful. They are appropriate for the classroom setting.

2b. Is there a clear culture of learning?

Mrs. Caputo has high expectations for her students and she has a genuine commitment for all of her students' success.

2c. Are classroom procedures clear and managed well?

Mrs. Caputo is very organized. She and her Co-Teacher used the entire period for instruction. Classroom procedures provided a smooth transition from one activity to another. The students were conscious of what the expectations were.

2d. Are student behaviors managed appropriately?

Behaviors are not an issue with Mrs. Caputo.

2e. Is the physical space appropriately organized?

The physical space is organized and safe.

Environment and Instruction Form
(To be Completed by the Principals/Supervisor)

Domain #3 - Instruction

3a. Does the instructor communicate appropriately with students?

You communicate well with the students. Your directions were clear, concise, and appropriate. You were clear in communicating the content and key points to the students.

3b. Does the instructor appropriately use questioning and discussion techniques?

The questions were clear and relevant. The questions were thought provoking and lead to higher level thinking. You allowed the student to express answers to the questions. You gave them time to explain their answers.

3c. Does the instructor engage students in learning?

The students were effectively engaged throughout the period. You randomly asked questions throughout the lesson for the students to show understanding of what they had read. They were actively involved in the activity for the lesson. They were engaged and able to relate to the lesson. You presented the material in different ways to ensure the students were engaged. The lesson was structured in a way to meet the needs of all the students, by offering different ways to explain their answers.

3d. Does the instructor use assessment to drive instruction?

There is oral assessment throughout the lesson. You provide positive reinforcement during the entire lesson. The student used self-assessment and you gave positive feedback to the students throughout the lesson.

3e. Does the instructor demonstrate flexibility and responsiveness?

You promote the successful learning of all students, making adjustments as needed. You are flexible in your lesson planning and are able to adjust to the needs of the students, at all levels of ability.

Planning and Reflecting Form

(To be Completed by the Employee)

Domain #4 - Reflecting (To be completed by the staff member following the observation)

4a. Why did you design the lesson the way you did - would you change anything?

I co-planned this lesson with Mrs. Essick, the English Language Arts teacher. We have been following the same model for this unit for several weeks now, and we have had great results. The students have been actively engaged, and we have seen a decrease in behavior problems/class disruptions.

4b. How did you track student learning throughout and after the lesson?

I used informal, on-going assessment throughout the lesson. As I taught the lesson, I walked around the room checking students' papers to ensure they were writing the correct responses in their study guides. I also administered an exit ticket at the end of the lesson to check for comprehension.

4c. Was there anything that you know about the families of your students that impacted your planning?

I understand many of our students in our Tier III English Language Arts class come from low-income families who experience various struggles. I kept this in mind during planning, making sure to be sensitive to this while discussing the book characters' lives, since many of the characters come from tough backgrounds as well.

4d. Did you collaborate with colleagues in planning or teaching this lesson?

Mrs. Essick and I co-planned and taught this lesson together. Since we did not have any co-planning time built into our schedule, she and I were intentional in our efforts to make time to plan together.

4e. Did any recent professional learning impact your planning or teaching of this lesson?

Through previous professional conversations with Mrs. Essick, I learned the benefits of administering an exit ticket to students at the conclusion of the lesson. She shared various forms of exit tickets she has used in the past, and I created one of my own.

4f. Did you have to advocate for any specific services for students or equipment to teach this lesson?

No, I did not have to advocate for any services for students or equipment in order to teach this lesson.