SUU LEAD Teacher Evaluation
Mentor Principal Competency Review

Please copy this template, paste into your Word or Google doc, complete it, get it signed by your Mentor, share with your Internship Coordinator, and upload into Canvas.

Name:	**Joseph Wright**
Year & Semester:	**2019, Summer Semester**
School in which you interned:	**Lehi ESY Summer School (Lehi, Utah)**

Participate in all aspects of at least two teacher evaluations using an evaluation system that meets the requirements of:
(i) R277-531; or
(ii) the LEAs equivalent.

Please describe all aspects of the process of at least two teacher evaluations. Review with your Mentor your efforts and activities associated with this artifact. Add to this copy….

- Your description,
- Have your mentor initial after Emerging Effective or Effective below and sign and date,
- Scan this completed, initialed Mentor Evaluation,
- Upload your scanned Mentor Evaluation to the aligned Canvas Assignment.

Description:
Here's the form we used: https://www.uen.org/k12educator/uets/rubric.shtml

Mr. (Redacted), English Teacher (observed his Short Story class, as well as general English 10 class) over three different days (ending 6/25/19)

Emerging = 1 / Effective = 2 / Highly Effective = 3
Standards 1-3 observed 6/17/19; Standards 4-7 observed 6/18/19; Standards 8-10 observed 6/25/19

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

a. **Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.**
    i. **2.5 Effective:** He does an excellent job creating challenging assignments that relate to things that the students are interested in.
b. **Collaborates with families, colleagues, and other professionals to promote student growth and development.**

i. **2.5 Effective:** Not much evidence of working beyond class, but he definitely works to promote student growth and development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

a. **Understands individual learner differences and holds high expectations of students.**
   i. **3 Highly Effective**: His final project allows the students voice and choice in their tasks / learning. He also has developed a positive / nurturing environment, appreciating all of the students' involvement
b. **Designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.**
   i. **2.5 Highly Effective:** His instruction and manner are respectful and engaging. He gets the students involved, and helps them to have empathy and be critical but not negative in their feedback.
c. **Allows students different ways to demonstrate learning sensitivity to multiple experiences and diversity.**
   i. **2.5 Effective:** Students can share what works for them, their choices / preferences, and use these to complete the assignments as they like.
d. **Creates a learning culture that encourages individual learners to persevere and advance.**
   i. **3 Highly Effective:** Seems to have engaged and happy students who are working to accomplish their goals and projects.
e. **Incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.**
   i. **1.5 Emerging:** Didn't seem much need or use of this, but I'd like to see more.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.

a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.
   i. 2.5 Effective: Students effectively demonstrate self-actualization as they have internalized expectations, procedures, etc., although some reminders were needed (given the clientele however, I think he's done a great job there).
b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
   i. 3 Highly Effective: Students demonstrate a positive outlook in class, open to asking questions, etc. Uses music to help the students feel more at ease.
c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
   i. 2.5 Effective: Lets students self-direct as much as possible, and also works with each one that has questions, etc. Works proactively to help students know that he cares about their learning, and is actively involved with them.
d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.

    i. **2.0 Effective**: Gives students time in class to complete assignments, reminds them to utilize time outside class as needed, uses time in class effectively.

e. **Extends the learning environment using technology, media, and local and global resources.**
    i. **2.0 Effective:** Uses his computer to assist in learning, as well as music to help calm students / their thinking. Could perhaps see more evidence of local / global resource use.

f. **Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.**
    i. **2.5 Effective:** He engages his students and gets them to use higher-order thinking skills, lots of context

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

a. **Knows the content of the discipline and conveys accurate information and concepts.**
    i. **2.5 Effective:** He does a great job showing that he understands the content he is teaching, and helping the students "get" the concepts

b. **Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.**
    i. **2.5 Effective:** While I haven't seen him explicitly use these, I have seen references to the standards, and he is clearly aware of them himself.

c. **Engages students in applying methods of inquiry and standards of evidence of the discipline.**
    i. **3.0 Effective:** Does a great job of getting students to inquire and critically consider the issues.

d. **Uses multiple representations of concepts that capture key ideas.**
    i. **2.5 Effective**: He teaches and discusses in various ways, including class discussion, introspection, etc.

e. **Supports students in learning and using academic language accurately and meaningfully.**
    i. **3.0 Highly Effective:** His vocabulary is very direct and thoughtful, and I appreciated that (explaining bigger words, etc.), and he makes a concerted effort for them to use such language as well.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

a. **Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.**
    i. **2.0 Effective:** I didn't see explicit evidence of this, but he clearly has high expectations of students, and I did see him using class work (formative) to help him prepare for next classes discussion.

b. **Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.**

    i. **2.5 Effective:** He works hard to share what quality work should look like, and he is heavily involved in discussion with the students.

c. **Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.**
    i. **2.5 Effective:** We don't appear to have any special needs students today, but he does work so that all students can accomplish the assignments and be successful. He is genuinely interested in the success of all of his students.
d. **Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.**
    i. **2.5 Effective:** He frequently assesses student work to see where the kids are, and how they are doing. He has made adjustments, and accommodations accordingly.
e. **Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.**
    i. **2.5 Effective:** Due to the nature of the school, there isn't much communication between teachers and parents, but he does provide valid and useful feedback to the students, through spoken comments, written feedback, etc.
f. **Understands and practices appropriate and ethical assessment principles and procedures.**
    i. **3.0 Highly Effective:** Seems to demonstrate the highest ethics in assessment conduct.

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

a. Plans instruction based on the Utah Core Standards.
    i. 2.0 Effective: Follows the classes core standards; could use more direct evidence of this
b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards, relevant to learners, and based on principles of effective instruction.
    i. 2.5 Effective: Definitely works to create relevant and engaging experiences for students while also meeting state standards. Explicit connections would be helpful.
c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
    i. 2.5 Effective: Often assesses student work, comments, etc., and then utilizes that knowledge to inform instruction going forward.
d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
    i. 3.0 Highly Effective: Works hard to make curriculum that allows student voice and choice, addressing relevant topics that students can easily engage in.
e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.
    i. 2.0 Effective: Did not see much of this, but he obviously is talented and uses his skills to engage and direct student learning (especially class discipline).

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

a. **Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.**
    i. **2.5 Effective:** Would like to see more varied learners, and how he responds. Evidence seen shows that he has capability to work with students of all types and motivate them effectively.
b. **Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of learners.**
    i. **2.5 Effective:** He uses the tech and resources he has in effective ways, and works with students to assist them in their learning as a guide.
c. **Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.**
    i. **2.5 Effective:** Teacher works with students to effectively engage in learning objectives
d. **Uses a variety of instructional strategies to support and expand learner's communication skills.**
    i. **2.0 Effective:** I'd need to observe him more, but what I saw says that he uses and is capable of directing student learning in a myriad of ways.
e. **Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.**
    i. **2.5 Effective:** Gives students opportunities and skills to broaden their thinking and skills, and helps them to see beyond what is occurring directly in the classroom to beyond.
f. **Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.**
    i. **3.0 Effective:** shares lots of sources from lots of different people and opinions on varied topics, allowing students to interpret and develop opinions for themselves.
g. **Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.**
    i. **2.5 Effective:** I'd like to see more use of tech in the class, but he did allow them to use computer lab at the end for assignment. Instruction utilized various techs.
h. **Uses a variety of questioning strategies to promote engagement and learning.**
    i. **2.0 Effective:** Though I want to see more, I can see that he encourages introspection, and also allows students to formulate and discuss ideas in their minds and with each other.

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

a. **Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.**
    i. **2.0 Effective:** Summer school limits our exposure to his actions in this regard, however it is obvious that he uses data, assessment, etc. to consistently work and develop curriculum with students in mind.
b. **Actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.**

    i. **3.0 Effective**: He works together with the other English teacher here at the summer school, and he also works with district officials, as well as our department at Westlake

c. **Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.**
    i. **2.5 Effective:** He does a great job in recognizing bias, and helping students to do as well. He also likes to look inward when class lessons, etc. don't work out, and is very reflective, as well as engaging the students with class reflections to improve his teaching.
d. **Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.**
    i. **3.0 Highly Effective:** He is always working with other teachers at his school, professional development (just attended one this summer), and works to continue to improve his teaching every day.
e. **Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.**
    i. **2.5 Effective:** His effort to develop / build students as leaders and great writers is evident

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.
    i. 2.5 Effective: Works with both his colleagues here at the summer school as well as his regular school, and
b. Participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.
    i. 2.5 Effective: He has a few different informal groups that meet, like at lunch with other teachers, etc. He also has a few electives where he and the teachers work together to overcome challenges, especially phone use. That is something they are working on in their school, and is always focused on improvement
c. Advocates for the learners, the school, the community, and the profession.
    i. 3.0 Highly Effective: His care and concern for the school and his students is clear, and he is always seeking to improve, via reflections, connecting with students and getting their feedback regarding his teaching, etc.
d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
    i. 2.5 Effective: Always working hard to discuss struggling students, give personable help and rapport, etc.
e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.
    i. 3.0 Highly Effective: It is clear that he has spent a lot of time in and outside of class honing his craft.

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

a. **Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.**
    i. **3.0 Highly Effective:** Complies with all appropriate laws, ethics, etc.
b. **Is responsible for compliance with all requirements State Board of Education Rule R277-530 at all levels of teacher development.**
    i. **Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.**
    ii. **Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals and additional requirements in a timely way.**
    iii. **Maintains accurate instructional and non-instructional records.**
    iv. **Maintains integrity and confidentiality in matters concerning student records and collegial consultation.**
    v. **Develops appropriate student-teacher relationships as defined in rule, law, and policy.**
    vi. **Maintains professional demeanor and appearance as defined by the local education agency. (LEA).**
        a. **3.0 Highly Effective:** Clearly Mr. (Redacted) is a consummate educational professional. He has developed a great rapport with the students, and overall, I really appreciate his teaching ability. We'd be honored and blessed to have him in my school.

Overall Summary:

Mr. (Redacted) is an excellent teacher. He's taught for 11 years, and loves to engage with the students and get their input and feedback on his teaching, assessments, assignments, etc. He is thoughtful, creative, involved and compassionate, and he cares, which I think is important to the students. He works hard to make sure he is improving and doing his best as teachers.

Assessment #2:

Mrs. (Redacted): Math

Emerging = 1 / Effective = 2 / Highly Effective = 3
Standards

See the online feedback form for Mrs. (Redacted)' here:
https://docs.google.com/spreadsheets/d/16pFM0vsV0RocmCZEnys8afcne6iLKYSz1cf3-UtSRES/edit?usp=sharing

Overall Summary:

Mrs. (Redacted) is a great teacher, and she knows her subject well. She works hard to make sure that her students understand what is happening, getting assistance to those that need it, etc. She has a great

rapport with the students, and knows how to connect with each of the students on a personal level. I appreciate her ability to encourage and connect with the students, and I would enjoy being a student in her class.

Hours engaged in the completion of this artifact: __10__

Utah Educational Leadership Standards - 2018 - Standard 2.5

Emerging Effective _____	Effective __X___
Seeks to ensure instructional practice is consistent with knowledge of student learning and development and effective pedagogy.	Ensures instructional practice is consistent with knowledge of student learning and development and effective pedagogy.
Mentor Signature and Date: Philip Clark 7/15/2019	
Signature: ***Joseph Wright***	Date: ***7/9/19***

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