South Carolina
Department of Education
Together, we can.

Carla Bergen
6th Grade Science

SAFE-T NET TRAINING DOSSIER

October 2009

Teacher's name	Ms. Carla Bergen	**Contract level**	Annual Formal 1
District	Elmwood County	**School**	Crosscreek Middle
Academic year	2007-08	**Course**	6th grade Science

October 2009
Note: This dossier for the 2007-08 academic year has been reformatted to reflect the most recent versions of SAFE-T forms.

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SAFE-T LOG (ET4)

Teacher's name Ms. Carla Bergen **SC Teaching Certificate No.** 062008

District Elmwood County **School** Crosscreek Middle

Grade level(s)/Subject area(s) 6th grade Science

Academic year 2007-2008 **Contract level** Annual Formal 1

Evaluator/Chair Mrs. Joslyn Chestnut **SC Teaching Certificate No.** 123456

Evaluator Mr. Bryce Goodwater **SC Teaching Certificate No.** 123789

Evaluator _____ **SC Teaching Certificate No.** _____

Preliminary Evaluation Period (PEP)	**Date**	**Teacher's Initials**
The teacher received a comprehensive **orientation** to SAFE-T.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The teacher submitted the **long-range plan**.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The teacher submitted the **unit work sample**.		

Preliminary Evaluation Period (PEP)	**Date**	**Evaluator's Initials**
Integral classroom observation #1 for the PEP was conducted.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The teacher submitted the **reflection** on PEP observation #1.		

Preliminary Evaluation Period (PEP)	**Date**	**Evaluator's Initials**
Integral classroom observation #2 for the PEP was conducted.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The teacher submitted the **reflection** on PEP observation #2.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The **professional performance review** was submitted.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The teacher submitted the **professional self-assessment**.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The evaluation team **consensus meeting** was held.		

Preliminary Evaluation Period (PEP)	**Date**	**Chair's Initials**
The preliminary evaluation **conference** was held with the teacher.	12/00/07	

Comments and/or description of other SAFE-T related activities (e.g., additional integral classroom observations, additional reflections, walk-through observations) conducted during the preliminary evaluation period. *(optional)*

Final Evaluation Period (FEP)	Date	Chair's Initials
The teacher submitted the **long-range plan**, *if required*.		

Final Evaluation Period (FEP)	Date	Chair's Initials
The teacher submitted the **unit work sample**, *if required*.	NA	*initials

Final Evaluation Period (FEP)	Date	Evaluator's Initials
Integral classroom observation #1 for the FEP was conducted.		

Final Evaluation Period (FEP)	Date	Chair's Initials
The teacher submitted the **reflection** on FEP observation #1.		

Final Evaluation Period (FEP)	Date	Evaluator's Initials
Integral classroom observation #2 for the FEP was conducted.		

Final Evaluation Period (FEP)	Date	Chair's Initials
The teacher submitted the **reflection** on FEP observation #2.		

Final Evaluation Period (FEP)	Date	Chair's Initials
The **professional performance review** was submitted.		

Final Evaluation Period (FEP)	Date	Chair's Initials
The teacher submitted the **professional self-assessment**, *if required*.		

Final Evaluation Period (FEP)	Date	Chair's Initials
The evaluation team **consensus meeting** was held.		

Final Evaluation Period (FEP)	Date	Chair's Initials
The final evaluation **conference** was held with the teacher.	03/17/08	

Comments and/or description of other SAFE-T related activities (e.g., additional integral classroom observations, additional reflections, walk-through observations) conducted during the final evaluation period. *(optional)*

By signing below, I verify the accuracy of the above SAFE-T log.

Evaluator * signature Date 03/17/08

Evaluator * signature Date 03/17/08

Evaluator _____ Date _____

Teacher * signature Date 03/17/08

TT1: Long-Range Plan

Teacher's name Ms. Carla Bergen **Contract level** Annual Formal 1

District Elmwood County **School** Crosscreek Middle

Academic year 2007-2008 **Evaluation period** ☐ Preliminary ☒ Final

Course 6th grade Science

Section I: **Student Information** (Key Element 1.A)

- ***Describe the student information that you feel will have the most impact on the way you plan and deliver instruction.***

  (Check one of the following two options.)

  ☐ The student information is described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☒ The student information is described in the table below.

Important Student Information (Key Element 1.A)		
Factor *(e.g., gender, SES, reading levels)*	**Description** *(in terms of your students)*	**Source(s)** *(if needed)*
PACT scores (subject academic levels)	Science: 5 = Below Basic 17 = Proficient 5 = Advanced	Permanent records
Past overall academic performance	Repeaters: 2 = 6th grade 5 = elem. grade	Previous report card information
Special academic, health & other needs	LD/self-contained: 3 LD/resource: 1 504:1 Health Plan: 1	IEPs, 504s, and student Health Plans
SES information	Parent & step-parent families; six single-parent households	Permanent records
Gender - *(F) = female (M) = male	14 (F) = 10 Caucasian; 4 African-American 13 (M) = 10 African-American; 3 Caucasian	Permanent records

At the beginning of the school year, I gave the students an information sheet that I created. It asked them various questions that allowed me to personally get to know a little about them early on. At this point in the school year, I teach a total of 120 students. Based on the responses each student gave, I was able to make several generalizations about them.

The majority of these children share the same or similar hobbies and interests. In all five classes, sports of all kinds topped the list. Other popular hobbies included shopping, cheerleading, talking/texting on the phone, socializing with friends, watching T.V., playing video games, and spending time on the computer. Some of them traveled out of state over summer break. One even traveled far away to Australia. I also looked over other responses from the information sheet to tally more specific data for each class. This, along with PACT data, is described above for my seventh-period class.

I consult with the special education teacher(s) to ensure that I am implementing accommodations appropriately. This is also a special education mainstreamed class, and Ms. Cushionberry is in the room with me to assist the special education students. There is one resource student in this class, so accommodations are provided according to his IEP. The majority of these students live with parents or step-parents. Six are being raised in single parent households. Eight of these students chose science as their favorite subject, while three chose science as their least favorite subject. Information from the survey sheet revealed that 60% of students prefer tactile activities, 27% prefer visual activities, and 13% prefer engaging in auditory activities.

- ***Reflect on the student information*** *(Key Element 1.A): (1) Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long- and short-range plans?*

This class has a total of 27 students. Knowing students' interests helps me plan activities and projects that are likely to actively engage them in learning. Knowing their PACT scores helps me target my instruction appropriately and to identify those students likely to need additional time and help. Knowing something about their home lives helps me understand the more personal side of who they are that might impact them positively or negatively at school. I use all of this information in an attempt to meet the needs of each individual student and each class as a whole.

Section II: **Long-Range Learning and/or Developmental Goals**
(Key Element 1.B)

- ***Describe the long-range learning/developmental goals that you have established for your students in the subject/course.***

  (Check one of the following two options.)

  ☐ The long-range learning and/or developmental goals are described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☒ The long-range learning and/or developmental goals are described in the table below.

Long-Range Learning and/or Developmental Goals (Key Element 1.B)
Follow the learning cycle (inquiry) by allowing students opportunities to explore, develop concepts and apply knowledge.
Allow students to communicate their learning via traditional (oral) and non-traditional (written – authentic assessment) forms.
Develop scientific literacy.
Connect present learning to past and future learning.
Show students that science is involved in all aspects of their daily lives.
Follow the guidelines of the S. C. science standards, making sure that students are aware of the standards and, just as importantly, they are accountable for learning them.

- ***Reflect on the long-range learning and/or developmental goals*** *(Key Element 1.B): Of the long-range learning and/or developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?*

  The two most important goals for all students in my opinion are to develop scientific literacy and to show students that science is involved in all aspects of daily living. These goals are the most important because they enable students to recognize and use science in their everyday lives.

Section III: **Instructional Units** (Key Element 1.C)

- ***Describe the instructional units, in sequence, for this course.***

  (Check one of the following two options.)

  ☐ The instructional units are described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☒ The instructional units are described in the table below.

Unit Topic or Description (Key Element 1.C)	**Unit Length** (i.e., approximate number of lessons)
1. "The Atmosphere" [Standards 6-4.1, 6-4.2, 6-4.3, 6-4.7]	4 weeks, 20 lessons
2. "Predicting Weather & Weather Patterns" [Standards 6-4.4, 6-4.6, 6-4.7, 6-4.8, 6-4.9]	4 weeks, 20 lessons
3. "Energy" [Standards 6-5.1, 6-5.2, 6-5.5]	3 weeks, 15 lessons
4. "Work and Machines" [Standards 6-5.6, 6-5.7, 6-5.8]	3 weeks, 15 lessons
5. "Electricity and Magnetism" [Standards 6-5.2, 6-5.4, 6-5.4]	4 weeks, 20 lessons
6. "Characteristics of Living Organisms" [Standards 6-2.1, 6-2.2]	2 weeks, 10 lessons
7. "Plants" [Standards 6-2.3, 6-2.4, 6-2.5, 6-2.6, 6-2.7, 6-2.8, 6-2.9]	9 weeks, 45 lessons
8. "Animal Characteristics, Classifications, and Behaviors" [Standards 6-3.2, 6-3.3, 6-3.4, 6-3.5, 6-3.6, 6-3.7]	4 weeks, 20 lessons
9. "Invertebrates and Vertebrates" [Standards 6-3.1, 6-3.3]	3 weeks, 15 lessons

- ***Reflect on the instructional units*** *(Key Element 1.C): How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?*

  The unit topics that I selected are based on the 6th grade science pacing guide for the district. The amount of time for each unit is based on the number of indicators for each concept as well as the level of complexity according to the science support document that is supplied by the SC State Dept. of Education. I began with two units that I thought were the most familiar to the students. Next, I included three units ("Energy" and, particularly, "Work and Machines" and "Electricity and Magnetism") that are "high interest" to 6th grade students based on their responses to the information sheet that I mentioned earlier. Unit 6 is really an introduction to the final three units. I included the "Plants" unit next because it is the largest and longest unit. Finally, "Invertebrates and Vertebrates" follows "Animal Characteristics, Classifications, and Behaviors" because these are two of the major animal classifications. In terms of time, the first five units are almost the same length because the materials, standards, and activities would seem to require about that amount of time to complete. Unit 6 is shorter because it is an introductory unit.

Unit 7 is the longest unit because I believe that it is the most important unit for 6th grade students. I could have combined Units 8 and 9 into a single unit, but I wanted to separate them so that Unit 9 could be a more in-depth exploration of a single key classification distinction.

Section IV: **Assessment of Student Performance** (Key Element 1.D)

- ***Describe (1) the major course assessments, (2) the evaluation criteria for the course, (3) the way(s) in which you will report overall student progress and achievement, and (4) your system for maintaining records of student progress and achievement for this course.***

(Check one of the following two options.)

☐ The assessment information is described in a separate document. (Note: A copy of this document must be included in the dossier.)

☒ The assessment information is described below.

Assessment of Student Performance

All assigned work is graded. It is also my policy to return the work back to the student graded the next day I see them. I am a true believer of immediate feedback. My grade book will have a record of every assignment's grade. For each nine week period, each assignment will be appropriately dated and labeled as CW (classwork)/HW (homework), quiz, test or project. Grades are calculated using the following percentages:

Tests: 50%
Projects: 30%
Quizzes: 10%
CW/HW: 10%

Numerical grades are recorded according the district's grading scale. I also record student grades using the Integrade Pro program. Each assessment is appropriately labeled and corresponds directly with my grade book. Benchmarking tests will also be given throughout the school year. The dates are determined by the school district, and will be given at the appropriately, scheduled times. Student benchmark scores will be posted in my grade book. Data from the students' results will be collected and analyzed. For each class, the top five questions missed by the class overall will be re-taught in class during "Standards in Review" lessons. This will provide additional opportunities to hear and learn about the standards one more time before the PACT testing begins in the Spring. I will also give pretests at the beginning of each instructional unit to see how much students already know about the standards I am required to teach. I will record each child's pretest score and posttest score to see how the child improved. These scores will be recorded in my grade book. The pretests are returned to each child and used as a study guide. The students pull them out with every lesson to correct responses that were incorrect the first go around. This shows them how much they learn!

Progress reports are issued to students bi-monthly. Students receive interim reports at the mid-term of each marking period. This allows students and parents to remain informed of students' progress throughout the school year.

- ***Reflect on student performance*** *(Key Element 1.D): (1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) What did or will you do to help your students and their parents understand (a) the evaluation criteria you have established for the course as well as (b) the reports they receive regarding the student's overall progress and achievement in the course?*

  I administer teacher-created pretests for each unit. The questions are randomly selected using the test-generator question data-base that accompanies the textbook. The results indicate where different students are at the beginning of the unit and also provide a baseline to determine student progress on the unit. The same tests are used as posttests for the units. These tests are linked directly to the content and standards included in the units. In addition to the tests, I use a variety of projects to facilitate learning. Each project involves "hands on" activities. There is one project per unit. The weight of each project and test in computing grades is determined by my judgment of their importance and are communicated to the students and their parents in the class information document.

Section V: **Classroom Management** (Key Element I.E)

- ***Describe your expectations for student behavior during instruction and during noninstructional routines. Write your description as though you were explaining these expectations to your students and their parents.***

  (Check one of the following two options.)

  ☐ The explanation for student classroom behavior during instruction and during noninstructional routines is described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☒ The explanation for student classroom behavior during instruction and during noninstructional routines is described below.

Carla Bergen's Classroom Management

All of my rules, consequences, and rewards are posted on the front wall in my classroom. My classroom rules are:

1. Respect your teacher, yourself, and others.
2. Be seated and have materials ready to use when the bell rings.
3. Listen to and follow directions the first time they are given.
4. Stay in your seat unless you have permission to do so otherwise.
5. Keep your hands, feet, and inappropriate comments to yourself.

The posted and established consequences for breaking the rules are:

1. Nonverbal Warning (THE LOOK)
2. Verbal Warning
3. Student/Teacher Conference
4. Phone Call, Note, or E-mail Sent Home
5. Administrative Referral

My classroom rules and expectations are included in a letter sent to parents during the first week of school.

School rules, which are explained during the first three days of school, will be followed as well. At the beginning of each class, I will check attendance visually by seating chart, and verbally for verification, if necessary. Absences and tardies will then be recorded on the district's CLASS XP program, as well as in my grade book. If a child has missed a day or days of school, the make-up work will be placed in the student's class period box and he or she will be given five school days to complete the missed work. The student will be responsible for obtaining missed notes.

Activities such as bathroom breaks, water fountain visits, and pencil sharpening shall be done at designated times. These routines are also discussed during the first three days of school. Students are constantly reminded and realize that they are accountable for being in class and on task, so students will be allowed out of class for scheduled and emergency situations only. The rewards I offer are verbal praise, smiles, pats on the back, stickers, and a chance for the student in each class with the highest test grade to choose a prize.

- ***Reflect on classroom management*** *(Key Element 1.E): What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?*

I believe that establishing rules and routines early in the year and implementing them until students automatically demonstrate the behaviors and routines and hold themselves and their peers accountable is a key to maximizing instructional time. If this is done well, only the rare and major problems need to be addressed after that time. Consequently, this allows for more productive instructional time as the year progresses.

Section VI: **Additional Teacher Comments** *(optional)*

TT2: Unit Work Sample

Teacher's name Ms. Carla Bergen **Contract level** Annual Formal 1

District Elmwood County **School** Crosscreek Middle

Academic year 2007-2008 **Evaluation period** ☒ Preliminary ☐ Final

Course 6th grade Science

Unit title and/or description "Energy" (Unit 3)

Dates of unit **from** Nov. 1, 2007 **to** Nov. 21, 2007 **Number of lessons in unit** 15

UWS Section I: **Major Unit Objectives** (Key Element 2.A)

- ***Describe the major objectives of the unit.***

  (Check one of the following two options.)

  ☐ The major unit objectives are described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☒ The major unit objectives are described in the table below.

Major Unit Objectives (Key Element 2.A)
1. Students will know that energy is the ability to cause changes in matter and involves either motion or position, but that energy can take many different forms.
2. Students will know sources and properties of the following forms of energy: heat, solar, chemical, mechanical, and electrical.
3. Students will know that energy can be changed from one form to another.
4. Students will know that energy transfer as heat can occur in three ways – conduction, convection, and radiation.

- ***Reflect on the unit objectives*** *(Key Element 2.A): How did you craft these objectives so that the students understand both the objectives and their relevance?*

First, I reviewed my district curriculum and the 6th grade science state standards, then I approached the objectives sequentially. I began with a pre-test to determine students' prior knowledge of the objectives then moved to the sources and properties of various forms of energy. This was followed up with an activity that allowed students to explore different sources of energy, how it changes, and concluded with how energy transfers. During a class discussion of the objectives, I used demonstrations and referred to real-life examples.

UWS Section II: **Unit Plan** (Key Element 2.B)

- ***Describe your instructional plan****—that is, the sequence of steps that you need to follow if your students are to achieve the unit objectives—including the key activities or strategies and resources (e.g., materials, technology).*

  (Check one of the following two options.)

  ☐ The instructional plan for the unit is described in a separate document. (Note: A copy of this document must be included in the dossier.)

  ☒ The instructional plan for the unit is described in the table below.

Instructional Plan for the Unit (Key Element 2.B)
1. Define **energy** using a rubber ball. Classify the ball's energy as potential or kinetic; classify magazine pictures as examples of potential energy or kinetic energy; use mathematical formula of w = f **x** d to calculate how much work is being done; use a spring scale to measure force (N) and a meter stick to measure distance (m) to create work problems to calculate; complete "Potential Energy and Kinetic Energy" review sheet; correct appropriate pretest questions that correlate to this standard (Objectives 1 and 2; S. C. Standard 6-5.1; 4 lessons).
2. Use overhead transparencies to illustrate the Law of Conservation of Energy—that energy cannot be created nor destroyed, but can be transformed from one form to another; use objects in the classroom (pencils, trash can, television, VCR, etc.) to identify energy sources; identify, describe, and illustrate the major forms of energy (in booklets); illustrate energy conversions, identify energy conversions of objects in our school, home, or environment; participate in a group competition to see which group correctly identifies the most energy conversions; correct appropriate pretest questions that correlate to this standard (Objective 3; S. C. Standard 6-5.2; 5 lessons).
3. Review energy and energy conversions by completing "The Nature of Energy" review sheet (Objectives 1, 2, and 3; 1 lesson).
4. Identify that heat always moves from a warm area to a cooler area; identify places in the classroom where conduction, convection, and radiation are taking place; use a pot or a pan to illustrate conduction, convection, and radiation; relate air currents and ocean currents from previous units to convection; use white boards to identify the type of heat movement; practice reading thermometers, which measure heat; tie in the concepts of conduction, convection, and radiation to real world situations "The Heat is On"; correct appropriate pretest questions that correlate to this standard (Objective 4; S. C. Standard 6-5.5; 5 lessons).

- ***Reflect on the instructional plan for the unit*** *(Key Element 2.B): How does this instructional plan establish a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual students?*

I used a variety of activities during the unit (e.g., verbal presentations, visual representations, group competitions, hands-on activities). To accommodate the learning styles and varying needs of my students I gave differentiated assignments accordingly. I also used the results of the pretest to identify content that required more time and emphasis. I used "The Nature of Energy" review sheet to check students' understanding of energy and energy conversions before moving to the final objective. I provided individual assistance to students whose performance on the review sheet was less than desirable.

UWS Section III: **Unit Assessments** (Key Element 3.A)

- ***List the key unit assessments.***

Key Unit Assessments (Key Element 3.A)	**Type of Assessment** *(Check one for each assessment))*	
	Teacher-Made *(Note: A copy of each teacher-made assessment must be included in the dossier.)*	**Commercially Available**
Unit Test **(SEE ATTACHMENT 1)**	☒	☐
	☐	☐

- ***Reflect on the unit assessments*** *(Key Element 3.A): How did you determine that your unit assessments are valid and reliable for all students?*

In preparing the unit assessment, I matched items with the three S. C. science standards included in the unit. There were 9 items for Standard 6-5.1; 10 items for Standard 6-5.2; and 11 items for Standard 6-5.5. All 30 items were either in the fill-in-the-blank or short answer format. Care was taken to make sure that the items were written using words familiar to students and in short sentences.

UWS Section IV: **Analysis of Student Performance** (Key Element 3.B)

- ***Describe the way(s) in which you analyzed student performance.***

Student performance on the unit pretest was examined item-by-item **(SEE ATTACHMENT 1)** as well as student-by-student.

- ***What were your findings?***

(Check one of the following two options.)

☐ The findings are presented in a separate document. (Note: A copy of this document must be included in the dossier.)

☒ The findings are described below.

The range of scores on the unit pretest was from 3 (10%) to 12 (40%). These scores indicated that the students had much to learn from the unit.

Three of the 20 students had relatively higher scores than the others. Therefore, I provided enrichment activities for those students during the unit and also called on them to provide assistance to other students in the class.

- ***Reflect on the analysis of student performance*** *(Key Element 3.B): In what way(s) did this information (a) increase your understanding of individual students' strengths and weaknesses and (b) determine specific aspects of instruction that need to be modified?*

  Relative to the S.C. Standards, students scored higher on Standard 6-5.1 than the other two standards. They had the most difficulty with items assessing Standard 6-5.5. Therefore, I knew that this was an area of need and would require more instructional time and emphasis.

UWS Section V: **Response to Formative Analysis** (Key Element 2.C)

- ***Reflect on the findings of the formative analysis*** *(Key Element 2.C): (1) Did you need to adjust your plan as you progressed through this unit? Why or why not? (2) Do you foresee the need to make adjustments (a) to future unit plans for this group of students and (b) to this unit plan if and when you teach this unit again to a different group of students? Why or why not?*

  In **(ATTACHMENT 2)**, I show the increase in scores from pretest to posttest therefore, I feel that the plan was appropriate. Based on the changes in the bars on the graph, each student did increase their knowledge. Although a few students did not pass the unit test (70% = passing), none of the students' posttest scores fell below 60%. For the lowest scoring students, their gains from pretest to posttest were obvious. Despite these gains, I need to find ways of reaching the lowest group of five students. I plan to examine the posttest items the same way I did the pretest items to find those items on which the improvement was less than on the others. In the future, I will spend extra time with the students scoring lowest on the pretest on the content included on those "low improving" items in an attempt to solidify their grasp of the concepts.

UWS Section VI: **Summative Results** (Key Element 3.C)

- ***Summative results*** *(Key Element 3.C): How did you determine the students' grades (or other performance indicators) for the unit, and what were the overall results for your students?*

  Scores on the unit test account for 50% of the total grade for the unit. Three other assignments contribute to the other 50%. The other assignments are: potential/kinetic energy sheet (10%), text review (10%), and the energy booklet (30%). The actual grades assigned **(SEE ATTACHMENT 2)** were consistent with the South Carolina Uniform Grading System and the district scale which is as follows:

93 – 100 = A	77 – 84 = C	0 – 69 = F
85 – 92 = B	70 – 74 = D	

- ***Reflect on the summative results*** *(Key Element 3.C): Based on the overall results, did the students gain from this unit all that you expected? Why or why not?*

Overall, the group as a whole did make the gains that I expected after instruction and the targeted assignments. Although a few students did not pass the unit test, their gains from pretest to posttest were obvious.

Attachment 1

Carla Bergen's
Primary Assessment Information

SC Science Standard 6-5.1 Identify the sources and properties of heat, solar, chemical, mechanical, and electrical energy.

Question:	Number of Students Who Missed Question on Pretest:
1. The ability to do work is called _____.	7
2. The energy associated with motion is called _____.	9
3. The total energy of the particles in an object is called _____.	15
9. Which of the following has kinetic energy?	8
10. Unlike kinetic energy, potential energy is _____.	5
11. Potential energy that depends on height is called _____.	3
12. What type of energy does a spinning turbine have?	1
15. The total energy of all the particles in a substance is called _____.	11
29. What is solar energy?	5

Carla Bergen's
Primary Assessment Information

S.C. Science Standard 6-5.2 Explain how energy can be transferred from one form to another (including the two types of mechanical energy, potential and kinetic, as well as chemical and electrical energy) in accordance with the law of conservation of energy.

Question:	Number of Students Who Missed Question on Pretest:
4. An example of something that stores chemical energy is _____.	4
5. Moving water can be used to produce electricity because _____.	8
6. What type of conversion is taking place when natural gas is used to heat water?	5
7. When you rub your hands together in a cold day, you use friction to convert _____.	2
8. When fuels are burned, their chemical potential energy is converted into _____.	13
13. Niagara Falls is a good example of _____.	17
14. The law of conservation of energy states that when one form of energy is converted into another, _____.	15
21. (Using a diagram) Which letter represents the position at which the basketball has the greatest potential energy? Explain.	8
22. (Using a diagram) Which letter represents the position at which the basketball has the least kinetic energy? Explain.	11
28. Name the three states of matter. Describe how each state can gain or lose heat by conduction, convection, or radiation.	19

Carla Bergen's

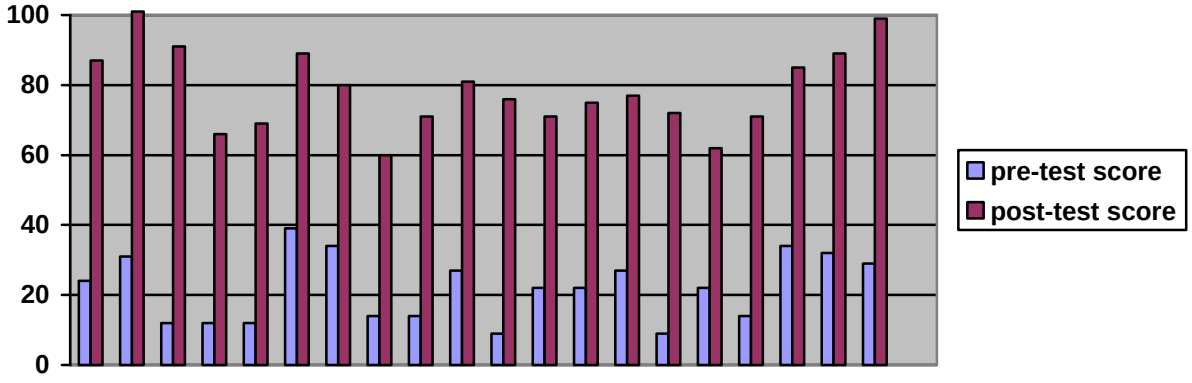
Primary Assessment Information

S.C. Science Standard 6-5.5 Illustrate the directional transfer of heat energy through convection, radiation, and conduction.

Question:	Number of Students Who Missed Question on Pretest:
16. The movement of thermal energy from a warmer object to a cooler object is called _____.	8
17. Heat is transferred from one particle of matter to another without the movement of matter itself in a process called _____.	5
18. Heat transfer does occur _____.	4
19. A material that does NOT conduct heat well is called a(n) _____.	7
20. Which of these is a good conductor?	2
23. (Using a diagram of a thermos bottle) For what purpose is this device used?	1
24. (Using a diagram of a thermos bottle) What physical process is reduced by the device shown?	17
25. (Using a diagram of a thermos bottle) What purpose do you think the air space serves?	19
26. (Using a diagram of a thermos bottle) The glass walls of the device are covered with a shiny metallic coating. What type of heat transfer does the coating reduce? Explain.	19
27. (Using a diagram of a thermos bottle) The cap on the thermos bottle is made of plastic. How does the use of this material help the thermos bottle function?	19
30. By what process does solar energy move?	18

Attachment 2

Carla Bergen's
Improvement in Student Performance on Unit Test



3rd Period Energy Unit: Comparison of Pre/Post Test Scores

ET1: Classroom Observation Record 1

Teacher's name: Ms. Carla Bergen **Course:** 6th grade Science

District: Elmwood County **School:** Crosscreek Middle

Date: February 14, 2008 **Time: from** 2:00 PM **to** 3:00 PM

Lesson topic: Monocots and Dicots **Observer:** Mr. Bryce Goodwater

Domain 2: Instruction

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS **An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.**
A. *What did the teacher expect the students to learn from the lesson? How did the teacher convey the purpose and relevance of the lesson to the students? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?* The teacher expected students to look at a chart and correctly identify characteristics of monocots and dicots. She personalized by providing verbal and hands-on examples from her yard, linked to past and future learning by checking for understanding (CFU), and related it to the rationale for farmers and gardeners to know the difference between monocots and dicots. Students answered questions, completed a *Monocot or Dicot* chart, and drew a flowering dicot with all appropriate characteristics.
B. *What did the teacher expect the students to do during and after the lesson? How did the teacher convey expectations for student participation and for accomplishing related assignments and tasks? In what ways did the students demonstrate that they understood what the teacher expected them to do?* The teacher gave directions to the whole group, asked questions, and initiated a choral response to repeat the directions. Students answered questions about using herbicides and their relevance to monocots and dicots. They also participated in a hands-on activity where they dissected a dicotyledon seed to observe and illustrate the seed coat, two cotyledons, and the embryo.
C. *How did the teacher help the students take ownership of the learning (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self- assessment and reflection, teaching compensatory strategies when necessary)?* The teacher helped the students take ownership of the learning by sharing personal gardening experiences, using students' prior knowledge and input to associate the learning to things already familiar to them, asked higher level questions and probed for deeper understanding.

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING **An effective teacher promotes student learning through the effective use of appropriate instructional strategies.**
A. *What instructional strategies did the teacher use during the lesson?* The teacher employed appropriately challenging questioning techniques, personalizing, demonstrations, used commercial drawings, provided examples, incorporated hands-on activities, guided practice, use of student drawings, CFU, student note taking, and discussion.
B. *In what ways did the teacher vary the instructional strategies during the lesson, and why?* The teacher varied the instructional strategies via content review, questioning, demonstrations, examples, active student participation, CFU and use of student drawings, which encouraged students to be responsible for their learning.
C. *What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?* Students answered questions orally with 80% + accuracy and completed the creative drawings with notable accuracy.

APS 6: PROVIDING CONTENT FOR LEARNERS **An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.**
A. *What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content? If content errors were made, did the teacher recognize and correct them?* There was no evidence to the contrary. The teacher used explanations, examples, and personal samples from her yard as demonstration, proving her knowledge in addition to content.
B. *What was the content of the lesson, and how did the content relate to the learners and the learning?* The content addressed the learning as described in Standard 6-2.1: using a chart, identify other characteristics of monocots and dicots. The content related to the learners in that it provided information about plants as they exist in the students' everyday environment.
C. *How did the teacher organize and present the content in order to make it clear and meaningful to the students and to promote higher levels of knowledge, skills, and/or cognitive processing?* Effective organization and delivery of the content explanations and demonstrations which were taught via notes and lecture, circulating throughout the classroom, asking questions, hands-on observation of leaves from her own yard, use of pictures in the text (pp. 160, 178), on board drawings by the teacher, defining the scientific vocabulary, and use of charts.

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING **An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.**
A. *How did the teacher monitor student engagement, understanding, and performance during the lesson?* While circulating the room, the teacher observed hands-on student drawing, employed CFU questioning, guided group discussion, encouraged student note taking, and selected students to read orally as effective monitoring techniques of student learning and engagement.
B. *What adjustments, if any, did the teacher make during the lesson, and why?* Initially, some students seemed not quite sure of how to complete the task, so the teacher re-stated the assignment, provided examples of task completion and asked selected students to reiterate portions of the directions.
C. *What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?* The teacher used corrective verbal feedback and praise; echoing of correct student answers, having students echo correct answers; revised incorrect or incomplete answers from students; asked students to recall and explain parts of the material/content taught; the echo effect in particular was used to provide a review about seeds for a student who was experiencing initial difficulty.

Domain 3: Environment

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING **An effective teacher creates and maintains a classroom environment that encourages and supports student learning.**
A. *Describe the physical environment of the classroom.* The classroom was neatly arranged, students spaced and able to see the board, overhead and around the room. Posted displays of student work throughout the room.
B. *What type of affective climate did the teacher create for the students?* The teacher's tone was conducive to learning. Students were apparently spurred by the teacher's on-task attitude, exemplified by her statements of high expectations for them to remain focused and engaged. She used praise and an undertone of humor with facial expressions and voice tones. It was evident that rapport between the teacher and students was respectful and comfortable.
C. *In what ways did the teacher establish a culture of learning in the classroom (e.g., by facilitating inquisitiveness, motivation to learn, cooperation, teamwork)?* The teacher's supportive and encouraging verbalizations, gestures and statements of high expectations helped to establish a culture of interaction among the students for their peers that mirrored the teachers' behavior for the class as a whole. The teacher encouraged students to ask questions and participate in constructive peer assistance.

APS 9: MANAGING THE CLASSROOM **An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.**
A. *What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave? How did the teacher address inappropriate student behaviors, if any, during the lesson?* Even with a couple of slight interruptions, it was evident that the students understood that the teacher expected them to stay focused and on task as only one or two seemed to be visibly distracted at times. She circulated around the room, gently touched shoulders as a refocusing mechanism and quietly asked some students "Do you need my assistance?" to stem potential student discipline problems.
B. *In what ways did the teacher maximize—or fail to maximize—instructional time?* The teacher maximized time with bell-to-bell instruction: objective reviewed, procedures and expectations explained, directions given, demonstration and modeling of what she wanted done, corrected any inconsistencies, stated warnings and/or re-direction of students when necessary. Teacher checked roll only after getting students settled and on task.
C. *How did the teacher manage noninstructional routines and transitions between activities and/or classes?* All teacher and student materials were well organized. Procedures for acquiring and retrieving necessary items seemed to be well established routines. No unnecessary out of seat movements for sharpening pencils, going to the restroom, water fountain etc. occurred. Students passed out papers by handing backwards from the first person in the row (who received from teacher or designated student) to the person immediately in back of them. All transitions occurred smoothly and with minimal directives from the teacher.

Additional comments*: (optional)*

Excellent lesson

TT3: Reflection on Instruction and Student Learning 1

Teacher's name Ms. Carla Bergen **Contract level** Annual Formal 1

District Elmwood County **School** Crosscreek Middle

Course 6th grade Science **Date of observation** February 14, 2008

This lesson was part of which unit? "Characteristics of Living Organisms" (Unit 6)

At what approximate point in the unit did this lesson fall?

- ☐ Beginning
- ☒ Middle
- ☐ End

Instructions to the teacher: *Please reflect on teaching and learning that occurred while you were being observed. Responses to each of the following nine sets of questions should average approximately 100 words or less. Examples may be attached, if appropriate and available.*

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson? (APS 4.A–C)*

   The objective of the lesson was to have students use a chart and identify characteristics of monocots and dicots. Students understood the difference between dicotyledon seeds and monocotyledon seeds because the two were observed the previous day. They also participated in a hands-on activity where they dissected a dicotyledon seed to observe and illustrate the seed coat, two cotyledons, and embryo. This enabled them to make the connection about the other plant parts that grow from the two seed types they observed. Students were able to integrate all plant parts (seed, flower petals, vascular structures within the stem, leaves, and root systems) by drawing a dicotyledon flower for me. How appropriate…it was Valentine's Day!

2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged? (APS 5.A–C)*

   Students seemed to grasp that eventually, a seed's coat and cotyledon disappear, so I was able to show them that they could still identify the type of seed (monocot or dicot) a plant came from by observing its leaves, flower petals, root systems, and in some cases, the vascular tissues within stems. After going over this sheet together, I instructed the students that since it was Valentine's Day, they would all give me a flower…their drawing of a dicotyledon flower. I discussed the point value for each plant part, and I walked around the room as they were creating their drawings. The students appeared interested, and enjoyed drawing their dicotyledon flowers.

3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize the content? (APS 6.A–C)*

   The content was taken directly from the 6th grade state science standards and district curriculum guide as well as the textbook used for the course. I used

drawings to help students understand the key concepts and ideas. These drawings made the lesson more concrete and helped to engage students in learning. I believe that the order/organization of the lesson presentation and the structured activities effectively helped the students' comprehension of the content.

4. *How did you assess student learning during the lesson? What were the results? (APS 7.A)*

   Students were assessed throughout the teaching of the lesson by responding to "checking for understanding questions" (CFU). During guided practice, the students and I used a monocot/dicot chart of plant parts to help identify whether the drawings of seeds, leaves, vascular tissues in stems, flower petals, or roots were monocots or dicots. The final lesson assessment was for students to draw a dicotyledon flower. A correct drawing of a dicotyledon seed was worth 20 points. A correct flower with 4 or 5 (or multiples of these numbers) petals was worth 20 points. A leaf that showed a network of veins was worth 20 points. A stem that showed vascular tissues that formed a ring was worth 20 points, and a root that was a taproot was worth 20 points. Together, the assignment was worth 100 points. The results of the 100 points assessment were as follows: of the 25 students that were present for the assignment, 20 passed, and 5 did not pass. The most common mistake I noticed was that some students completely left off the leaf. Even after I reminded them to specifically point to each charted plant part, then point to their own drawing to make sure nothing was left off, it was obvious that some didn't heed this suggestion.

5. *Did you need to make any adjustments during the lesson? Why or why not? (APS 7.B)*

   I did not perceive the need to make any adjustments during this lesson. However, in hind-sight, next time I would spend a bit more time making sure that students understood the assignment before they began, emphasizing all of the parts of the dicotyledon flower that *must* be included. This would likely help those students whose performance on the final assessment was below the passing score.

6. *What types of feedback did or will you provide to the students regarding their performance, and why?(APS 7.C)*

   Students received their graded work the next day. This assignment counted as a daily grade. Mistakes on drawings were replaced by me with the appropriate drawing for the plant part(s) missed. The reason I drew in the missed part(s) was to ensure that students would be able to study the correct information in order to prepare for the unit test on this material.

7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively? (APS 8.A–C; APS 9.A–C)*

   The classroom was arranged so that all students could see, hear, participate and derive maximum content information from the lesson. However, it WAS Valentine's Day, and it was the last class of the day that was chosen for this observation. There were a few minor interruptions (flowers being delivered, too much sugar in the bloodstream….) but other than that, everything went well.

8. *What decisions did you make regarding subsequent instruction for these students, and why? (APSs 4-9)*

I was generally pleased with the students' ability to grasp the concepts as I presented them and to participate in a meaningful way with the selected activities. Therefore, I have decided to begin the lesson by checking off pretest questions that relate to the prerequisite lesson of observing monocot and dicot seeds and dissecting dicot seeds because this would allow students to refresh their memories. Then, I would explain that other characteristics of plants could be used to identify whether a plant is a monocot or a dicot if the seed was no longer there to see. I would again point out on my SC science standards chart that they (students) are accountable for being able to compare characteristics of monocots and dicots, and that we would be using a chart to help us identify the characteristics. I would inform/remind them that being able to interpret charts is an important life skill and also tested on the PACT. We would discuss the contrasting characteristics of monocot and dicot seeds, leaves, flower petals, vascular arrangements in stems, and root systems. I would draw these on the board, particularly for my students who are visual learners. I would again incorporate using some plant parts from my yard for us to determine if what I had was a monocotyledon or a dicotyledon. Providing actual plant specimens makes the lesson more realistic. Students would be able to observe and touch a variety of plant parts that come from each type of plant. Then we would practice identifying the characteristics, using our charts, on the "Monocot or Dicot?" worksheet. After going over this sheet together, I would instruct the students to make a drawing of a dicotyledon flower. We would discuss the point value for each plant part, and I would emphasize that they *must* include all parts to earn the maximum point value.

9. *What did you learn as a result of teaching this lesson?(APSs 4-9)*

The students really enjoyed drawing their dicotyledon flower. I will definitely teach this lesson again, but I will probably allow them time to add color to their drawings. Although coloring is elementary in a sense, 6th graders are still young, and some enjoy coloring and find it relaxing. Then I could take all of their flowers and display them in a dicotyledon "garden" on the wall.

I learned that students really enjoy integrating art into a science lesson. They were able to interpret drawings from a textbook chart into a drawing of their own. Hopefully this activity will inspire them to pay more attention to the details on leaves, or the numbers of flower petals, or even to the root systems of flowering plants.

ET1: Classroom Observation Record 2

Teacher's name: Ms. Carla Bergen **Course:** 6th grade Science

District: Elmwood County **School:** Crosscreek Middle

Date: March 8, 2008 **Time: from** 2:00 PM **to** 3:00 PM

Lesson topic: Plant Processes **Observer:** Joslyn S. Chestnut

Domain 2: Instruction

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS **An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.**
A. *What did the teacher expect the students to learn from the lesson? How did the teacher convey the purpose and relevance of the lesson to the students? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?* The teacher read the indicator to the students and mentioned that they had been working on this standard for awhile now. She stated "The learner will be able to…" (TLWBAT) identify the four plant processes: Photosynthesis, Respiration, Transpiration, and Gas Exchange. Students demonstrated understanding by answering questions such as "How many plant processes are there?" "What is photosynthesis?" (randomly selected students with certain colored popsicle sticks), "Where does respiration take place?" She reminded them that they were responsible to learn this standard for the PACT test. "You need to know about transpiration, it is a standard."
B. *What did the teacher expect the students to do during and after the lesson? How did the teacher convey expectations for student participation and for accomplishing related assignments and tasks? In what ways did the students demonstrate that they understood what the teacher expected them to do?* The students were expected to review and correct their Pretest/Study Guide, be responsible for the key terms listed on the board with the dates they were taught, to recall the parts of a plant cell and relate the processes of photosynthesis, respiration, transpiration and gas exchange to the parts of a plant cell and leaf structures. The students knew to use their notebooks with notes and diagrams, their study guides and their previous knowledge of plant cell structures and functions to complete the assigned task. She wrote the formulas for photosynthesis and respiration and asked them to make sure they had this in their notes. She reviewed and asked students questions in closure before giving them their independent work and modeled how to get started on their "Plant Antics" sheet. The students were on task and had 100% participation.

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

C. *How did the teacher help the students take ownership of the learning (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self- assessment and reflection, teaching compensatory strategies when necessary)?*

When the term "guard cell" was introduced, she related it to the students' prior knowledge by asking "What does a prison guard do?" "He watches and protects the prisoners" said a student. She then said "The guard cells protect the stomata which is a hole or opening under the leaf." She also used sayings like the "cute little cuticle" and "mighty mitochondria" to help students remember the functions of plant cell organelles. She reminded the students that they would have a quiz the next day and their pretest/study guides would also be due. Before they went over questions 18-23 and 29-33 she stated that it was their responsibility to make sure they made corrections that would help them be successful on the quiz. She checked for understanding by asking "When is our quiz?" "When are the review questions due?" While going over the pretest/study guide she told a student "You are not studying, you should know that photosynthesis makes food and respiration uses food!"

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

A. *What instructional strategies did the teacher use during the lesson?*

The teacher started with a review of the previous day's lesson and gave them five minutes to look over their questions and answers. Then she used random popsicle stick selection of students for a quick check on their answers. After this, she reviewed the four plant processes. She modeled diffusion using a spray can of air freshener and compared different types of leaves with various surface areas to the amount of water they would transpire. Before the independent practice, she used questioning for a summarizing review of the key terms and processes. After handing out the independent practice, they discussed the "Plant Antics" that were drawn as a cartoon and worked the first two as examples of how to do the rest of the sheet.

B. *In what ways did the teacher vary the instructional strategies during the lesson, and why?*

The teacher used whole group instruction and guided practice with questioning from both written and teacher-prompted questions, independent practice and visual examples in an effort to address the learning styles of the student group. Popsicle stick selection was used to randomly provide an opportunity for a greater cross-section of student participation in the oral review. Once, when a student gave an incorrect answer, Ms. Bergen said "The highest concentration of oxygen leaves at the top of the leaf?" "That's not how I taught it, is it?"

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING **An effective teacher promotes student learning through the effective use of appropriate instructional strategies.**
C. *What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?* With reference to the accuracy of student responses, level of voluntary requests for involvement and minimal assistance requested during independent practice, the instructional strategies appeared to be effective and sufficient to promote learning.

APS 6: PROVIDING CONTENT FOR LEARNERS **An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.**
A. *What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content? If content errors were made, did the teacher recognize and correct them?* Ms. Bergen accurately disseminated information about plants. She kept a rapid pace of questioning and probing with the students to make sure they understood the key elements of the lesson. She demonstrated that she had prior knowledge of what they were learning in 6th and 7th grade science when she demonstrated diffusion and told the students that diffusion is something they will learn more about in the 7th grade.
B. *What was the content of the lesson, and how did the content relate to the learners and the learning?* The content of the lesson was to identify four processes that plants need to carry out in order to survive. These processes were: Photosynthesis, Transpiration, Respiration and Gas Exchange. The content was aligned to the standard 6-2.7 and provided information that is useful with reference to developing knowledge about one's plant environment.
C. *How did the teacher organize and present the content in order to make it clear and meaningful to the students and to promote higher levels of knowledge, skills, and/or cognitive processing?* The teacher drilled and reviewed with questions from the students' pretest/ study guide. She used popsicle stick selection of students to check for understanding with questions about the plant processes. Students took notes on photosynthesis and respiration. She stressed that respiration takes food and produces energy while photosynthesis uses energy and produces food. She asked "What does produce mean?" "That's right, it means to make." The processes of gas exchange and transpiration were also modeled by using leaves of various sizes and shapes.

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING **An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.**
A. *How did the teacher monitor student engagement, understanding, and performance during the lesson?* By randomly calling on the students through the use of popsicle sticks, students were not able to anticipate who would be next to answer a question. One student said "You always give me the hard questions!" and she said "No, Mr. Perry, the popsicle sticks give you the question choice". When a student got two questions incorrect, Ms. Bergen said "You are not studying, you should know this!" Students were given verbal praise for correct answers such as: "Right, Good Job, and OK!" The teacher also circulated around the room when engaged in questioning.
B. *What adjustments, if any, did the teacher make during the lesson, and why?* I did not observe any reason or need to adjust the lesson. The students were on task and they were preparing for a quiz on the next day.
C. *What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?* When one student got an incorrect answer, she asked another student "Do you agree?" which allowed students to reflect on their learning and self-correct. Also, on another occasion, she asked the class "Is that the way I taught it? She also went back and reviewed the kingdoms of living things and had the students to recall whether or not members of a particular kingdom could produce their own food or not. The feedback was very effective for review, practice and quiz preparation.

Domain 3: Environment

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING **An effective teacher creates and maintains a classroom environment that encourages and supports student learning.**
A. *Describe the physical environment of the classroom.* Everyone was able to see the board and overhead. The room was neatly organized and student work was displayed. Students had ample space to maneuver throughout the classroom.
B. *What type of affective climate did the teacher create for the students?* Although the teacher operated in an "about business", no nonsense manner, it was evident that the rapport between teacher and students seemed to be respectful and comfortable. Students seemed not to be anxious or otherwise bothered with the rapid pace of the lesson. She praised students and cajoled them to get the correct answers during review and summary of the lesson.

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING **An effective teacher creates and maintains a classroom environment that encourages and supports student learning.**
C. *In what ways did the teacher establish a culture of learning in the classroom (e.g., by facilitating inquisitiveness, motivation to learn, cooperation, teamwork)?* She made sure that during the beginning of the lesson they were quiet for five minutes to concentrate on their own work. At another time she warned a student to "Stay with me now or we will do detention and notes". The teacher tried to make the students think they were getting a gift when she said "Do not open the flap that is folded at the bottom of your sheet, it's a present!" Students seemed comfortable requesting clarification about information that was unclear.

APS 9: MANAGING THE CLASSROOM **An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.**
A. *What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave? How did the teacher address inappropriate student behaviors, if any, during the lesson?* One student said she lost her review sheet and Ms. Bergen smiled and said, "Here is another one, I'll run an extra 50 copies just for you!" She reminded a student to "Take off your hood and turn around, please sir".
B. *In what ways did the teacher maximize—or fail to maximize—instructional time?* Ms. Bergen maximized the time on task since the students were actively involved the entire period. She strongly encouraged another student's corrective behavior by saying "Stay with me now or you will have detention".
C. *How did the teacher manage noninstructional routines and transitions between activities and/or classes?* Classroom rules were posted. Materials were copied, stapled, and even had holes already punched in them so that students could add them to their science binders. She checked the roll during the middle of the lesson as the students took notes from the overhead. Transitions occurred smoothly between the various segments of the lesson.

Additional comments*: (optional)*

TT3: Reflection on Instruction and Student Learning 2

Teacher's name Ms. Carla Bergen **Contract level** Annual Formal 1

District Elmwood County **School** Crosscreek Middle

Course 6th grade Science **Date of observation** March 8, 2008

This lesson was part of which unit? "Plants" (Unit 7)

At what approximate point in the unit did this lesson fall?

- ☒ Beginning
- ☐ Middle
- ☐ End

Instructions to the teacher: *Please reflect on teaching and learning that occurred while you were being observed. Responses to each of the following nine sets of questions should average approximately 100 words or less. Examples may be attached, if appropriate and available.*

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson? (APS 4.A–C)*

   My major objective was to help students learn to identify the four plant processes: photosynthesis, respiration, transpiration, and gas exchange. I had students use their notebooks so that they would be able to connect this lesson with previous lessons and emphasized the importance of the objective in terms of state standards and PACT assessment.

2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged? (APS 5.A–C)*

   I felt good about this lesson. Students were on-task for the most part. I asked questions to determine their learning before I gave them the independent practice exercises. Almost all of the responses to these questions were correct. As I monitored their work on the practice exercises, I felt that most students had a grasp of the concepts. I spent a little extra time with those evidencing some difficulty.

3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize the content? (APS 6.A–C)*

   The appropriateness of the content comes directly from the relationship with the state science standards and district curriculum guide. I organized the content based on the students' pretest scores, beginning with things students were most knowledgeable about and moving to the areas of initial learning. I think the organization was effective based on my observations of students' responses, participation and the quality of their independent work.

4. *How did you assess student learning during the lesson? What were the results? (APS 7.A)*

   I asked questions and used independent practice exercises to assess student learning. When I asked questions I called on students in a random manner. As stated above, most of the responses to the questions were correct and a quick

review of their work on the independent practice exercises indicated that most students understood the four plant processes.

5. *Did you need to make any adjustments during the lesson? Why or why not? (APS 7.B)*

   No, I did not make any adjustments. I saw no indication from the level of student responses and participation that adjustments were needed.

6. *What types of feedback did or will you provide to the students regarding their performance, and why?(APS 7.C)*

   I indicated whether their answers to the questions were right or wrong. If right, I generally praised them. If wrong, I tried to help them correct their answer before I called on another student for peer assistance or correct information. As I circulated among them as they completed their work at their desks, I would pat their shoulders if they were doing well or stop and provide help if they were not.

7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively? (APS 8.A–C; APS 9.A–C)*

   I'm not sure for this lesson that the classroom environment impacted my instruction either way. I try to create a classroom in which paying attention and doing good work is expected. At the same time, I try to interact with students in a non-threatening, encouraging and positive manner at all times. Additionally, I placed a variety of artificial and live plants throughout the classroom to spark student interest as well as encourage students to ask questions about plant characteristics and processes (growth and development, i.e. photosynthesis, transpiration and respiration).

8. *What decisions did you make regarding subsequent instruction for these students, and why? (APSs 4-9)*

   I don't think I would change anything. The strategies that I used and the activities in which students were engaged seemed to appropriately support the students' learning.

9. *What did you learn as a result of teaching this lesson?(APSs 4-9)*

   I expected students to have more prior knowledge of some of the terminology that they were required to know for this unit. For instance, many students did not understand the terns "produce" and "respiration". I took a little time and provided definitions once I became aware of the problem. I've learned not to make assumptions about expected prior knowledge.

ET2: Professional Performance Review

Teacher's name	Ms. Carla Bergen	Contract level	Annual – Formal 1
District	Elmwood County	School	Crosscreek Middle
Grade level(s)/Subject area(s)	6th grade - Science		
Academic year	2007-08	Evaluation cycle	☐ Preliminary ☒ Final
Name of administrator completing this review	Joslyn S. Chestnut		
Title of administrator	Principal	Date of review	March 15, 2008

1. *Describe the extent to which this teacher collaborates with others to advocate for the students.*

   The teacher participates in school and community events and is a constructive member of the student assistance teams. Collaboration is evidenced by her interactions with other teachers and school staff, students, parents and members of community organizations. She communicates via parental contact logs, individual notes home, phone calls, e-mails, progress reports, parent portal, internal school conferences, and external conferences.

2. *Describe the extent to which this teacher is an active participant in the professional learning community and works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.*

   This teacher participates in district sponsored and other professional development opportunities, and organizations which promote science education and education in general. She regularly attends, actively participates and offers innovative and creative ideas during team and departmental meetings. She is a consistent member of afternoon faculty study groups, and collaborates with colleagues during staff development workshops. Ms. Bergen's long-term goals include plans for students and herself which are based on identified areas of needed improvement and coordinated with reference to her grade level team, and the school and district strategic, reform, and renewal plans.

3. *Describe this teacher's written and oral communication skills.*

   The teacher clearly communicates expectations to students and parents throughout the school year. All spoken and written communications to date have been well articulated, well written, express coherent thoughts, and were free of grammatical errors. During student and/or parental conferences she is mindful to use language that is appropriate for the listener.

4. *Describe this teacher's professional demeanor and behavior.*

   The teacher wears professional attire and displays a professional and positive demeanor with students, colleagues, other members of the educational community, and local community members.

5. *Other comments about this teacher in terms of his or her professional performance: (optional)*

   Ms. Bergen is an asset to our school family and demonstrates a desire to continuously enhance her professional skills and be a contributing member of her professional community.

TT4: Professional Self-Assessment

Teacher's name	Ms. Carla Bergen	Contract level	Annual - Formal 1
District	Elmwood County	School	Crosscreek Middle
Grade level(s)/Subject area(s)	6th grade Science		
Academic year	2007-2008	Evaluation cycle	☐ Preliminary ☒ Final

Instructions to the teacher: *Please reflect on your professional performance (APS 10.E). Responses to each of the following four sets of questions should average approximately 100 words or less.*

1. *In terms of the ADEPT Performance Standards, what are your professional strengths? How have you built on these strengths so far, and how do you plan to do so in the future?*

   As a teacher, I feel that my strengths in the classroom begin with management. I strongly believe that classroom management is the key to successful student teacher relationships and educational productivity. Secondly, I believe that I am able to plan lessons that engage the students' thought processes and encourage them to want to learn more. I strive to create lessons that allow my students to be able to connect their classroom lessons with real world situations. My students are always encouraged to ask questions about what is being taught. Thirdly, I think I create, and where possible, choose assessments that are varied and challenging for 6th graders. I strive to thoroughly prepare my lessons, even if it means spending time over a weekend to do so. Finally, I have a desire to continue to learn and grow professionally. Hopefully, this will ensure a new "freshness" with every school year. Participating in staff development sessions will also provide me with new ideas to incorporate in to my classroom teaching.

2. *In terms of the ADEPT Performance Standards, what are your professional challenges? How do you plan to address these challenges?*

   Time management is always a challenge. Staying on schedule can sometimes be a difficult task. I try to make the very best use of each instructional session with my students, but time sometimes runs short during classroom lessons. If this happens, I pick up where I left off the following day—this is where post-it notes really come in handy for me! I try to take time on Wednesdays to plan for the upcoming week's lessons. If time does not allow this, then I set a goal to have the planning done by Friday I think that keeping myself organized and always trying to think ahead and anticipate the unexpected will allow me to overcome this challenge.

3. *Describe your students' overall progress and achievement. What insights have you gained into ways to improve student progress and achievement?*

   It's amazing to me to see how much my sixth graders learn! The majority come to me with low PACT scores from fifth grade. Letting my students know from the first day that I have high expectations for their learning sets the environment of my classroom for the entire school year. My students know that I gather data from them all the time, and that I use this data to assess their growth and to show them how much they are learning. I discover their likes and dislikes on the first day of school when they answer questions on an interest survey that I created. I frequently gear my lessons to their interests. I learn how they performed on the fifth grade science portion of the PACT when I receive their scores. I constantly let them know that I expect improvement on these scores. I hope to be very pleased when I get the results of their sixth grade science scores. My students eventually learn to enjoy comparing their unit pretest scores to their actual unit test scores, to see how much they've actually learned. Don't get me wrong though, it takes time and encouragement to get them to do this. Generally, most of my students perform poorly on their first unit test. I have determined the reasons for this to include adjusting to middle school, realizing that studying must be done on a regular basis, and not being familiar with my test format. After reviewing the first unit test, I give my students a pep talk. I let them know that I am not disappointed, but that I expect each test grade to be higher than the previous one. Some master my unit tests by the third unit; others may take longer. But all of my students know that I expect and believe that they will improve each time.

4. *Describe the ways in which you are engaging in professional growth. How do you plan to do so in the future?*

   Currently, I am engaging in professional growth by observing and consulting with other colleagues, participating in professional development opportunities, and doing personal research in an effort to stay informed about innovative teaching strategies. In the future, I plan to become a member of other educational organizations and pursue a Masters' degree in my content area.

5. *Based on your professional self-assessment, what do you think would be an important professional goal for you to establish and address, and why?*

   My experience with the *Reflections* portion of this evaluation process has made me think of it almost like a diary or professional journal. I think it would offer great insight into my own professional development if I would continue this practice and save the reflections from one school year to the next, and read them to see what improvements occur. Reading through the pages of my responses should help me improve myself and strengthen my teaching strategies each and every year. I think that this would allow me to reflect upon strategies that were successful and those that were unsuccessful, as well as student performance as a result of the instructional delivery that I used to teach a particular concept.