

Q3 - Name of school district

Name of school district

Montgomery County

Petersburg

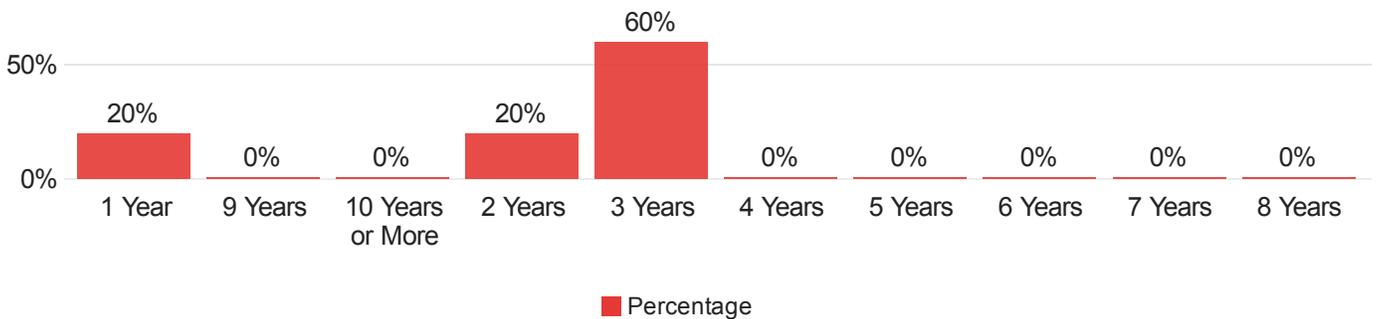
Dinwiddie County Public Schools

Chesterfield County

N/A

Montgomery County

Q12 - How long has the graduate been employed at your school?



Content Knowledge

Please indicate the competency level of the graduate work...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
The overall content knowledge of the teacher	2.00	4.00	3.00	0.63	0.40	5	15.00
The ability to demonstrate how to accurately assist students in the mastery of content area	2.00	4.00	3.00	0.63	0.40	5	15.00
The ability of the graduate to accurately demonstrate how to represent their content area	2.00	4.00	3.00	0.63	0.40	5	15.00
The ability to utilize effective strategies/techniques in their field of study, including the use of technology	2.00	3.00	2.80	0.40	0.16	5	14.00

Learner and Learning

Please indicate the competency level of the graduate...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
The ability to understand how learners think and reason about the subject content	2.00	3.00	2.80	0.40	0.16	5	14.00
The ability to help learners develop critical thinking skills and cognitive structures	2.00	3.00	2.80	0.40	0.16	5	14.00
The ability to differentiate instruction and adapt teaching style to match the learners' levels of understanding and way of thinking	2.00	4.00	2.80	0.75	0.56	5	14.00
The ability to know and demonstrate how to assess individual growth and academic progress	2.00	3.00	2.80	0.40	0.16	5	14.00

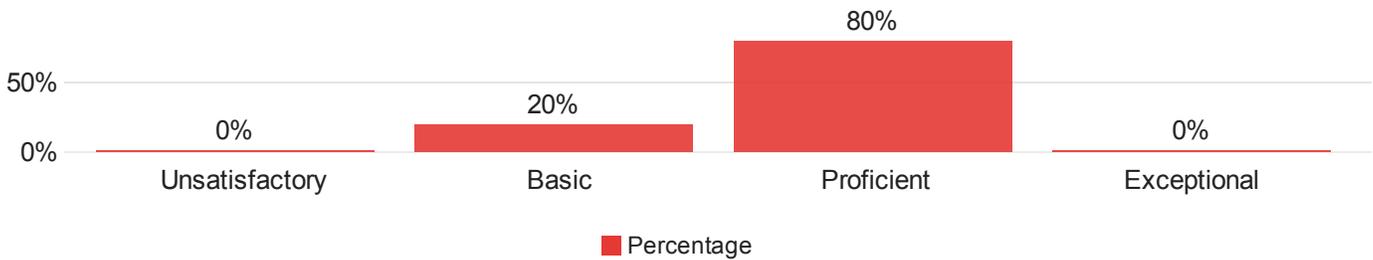
Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
The ability to create a collaborative learning environment	2.00	3.00	2.60	0.49	0.24	5	13.00
The ability to know and demonstrate how to facilitate solutions to problems	2.00	3.00	2.80	0.40	0.16	5	14.00
The ability to manage an effective learning environment	1.00	3.00	2.40	0.80	0.64	5	12.00
A commitment to and the ability to work with families	2.00	3.00	2.80	0.40	0.16	5	14.00

Professional Responsibility Please indicate the competency level of the grad...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
A commitment to and the ability to demonstrate high ethical and professional values	3.00	4.00	3.20	0.40	0.16	5	16.00
The ability to work in a collaborative environment as part of a team.	2.00	3.00	2.80	0.40	0.16	5	14.00

The ability to encourage student efforts while challenging students to do their best	2.00	3.00	2.60	0.49	0.24	5	13.00
The ability to know and demonstrate how to promote a learning climate of caring and trust	2.00	3.00	2.40	0.49	0.24	5	12.00
The ability to know and demonstrate how to help students set achievable goals	2.00	3.00	2.80	0.40	0.16	5	14.00

Q13 - How would you rate the overall Teacher Education Program at VSU?



Please provide any additional comments or suggestions you believe would assist in strengthening the Teacher Education Program at VSU

N/A

We are finding that teachers are coming to the school level inadequately prepared in writing lesson plans that are aligned in cognition and content according to state expectations. We spend about 60% of the year just writing quality BCCs.

N/A

Ms. Brittain interviewed well and contributes to meetings with accurate and relevant information. I don't readily see that transfer into action within the classroom. Management is weak and attention and urgent instruction is not seen on a daily basis. However, when asked questions in this area or recommended professional development is offered there seems to be push back.

N/A

I believe our teacher was well equipped with instructional knowledge; however, understanding that a teacher MUST work with all students (even the challenging ones) is missing. It may be a personality issue rather than a college preparation issue.

Please share strengths as documented on the graduate's most recent evaluation.

2017-18 Summative evaluation: 1. Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. Mr. Metzler knows the appropriate curriculum standards. His lessons are based on state competencies, including state workplace readiness standards. He demonstrates accurate knowledge of the material presented. Some of his lessons provide opportunities for students to practice higher level thinking skills (analyzing, comparing/contrasting); often they have real world application. He sets high expectations for the quality of student work, as well as for work procedures and student behavior. Professional Knowledge Rating Proficient (3.0) 2. Instructional Planning The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students. Mr. Metzler's objectives should always be written in student outcome based terms. When this is done, his objectives are well written, aligned with the lessons, with class activities, and with curriculum standards. His lessons provide for active learning on the part of the students. Lab activities are well planned and prepared for; student materials are ready, lab guides are written out, students are carefully assigned to groups.. Mr. Metzler inconsistently turned in weekly lesson plans; when turned in, they were not always complete. Instructional Planning Rating Proficient (3.0) 3. Instructional Delivery The teacher effectively engages students in learning by using a variety of instructional strategies to meet individual learning needs. Mr. Metzler's lessons are designed for all students to be involved; the lessons are often active, and frequently students are required to interact with each other and work collaboratively. Student knowledge and skills build gradually from lesson to lesson. When delivering direct instruction, Mr. Metzler uses a variety of strategies to gain, maintain, and regain student attention (calling on individuals, demonstrating, pausing). Checking for understanding more frequently would make the direct instruction even more effective. Mr. Metzler sometimes uses exit slip activities to review and summarize lessons. Instructional Delivery Rating Proficient (3.0) 4. Assessment of and for Student Learning The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. Mr. Metzler provides a variety of assessments, some of which are scored using rubrics. Assessments are scheduled at appropriate intervals and matched to the content that has been taught. Therefore students have multiple opportunities for success and know how and when they will be evaluated. When students are doing labs and shop activities, Mr. Metzler provides frequent feedback so they can adjust their work and make progress toward successful completion of their projects. Assessment of and for Student Learning Rating Proficient (3.0) 5. Learning Environment The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. Mr. Metzler's room arrangement provides for safety and an effective working space. Students are well spaced and equipment is effectively arranged for efficiency and safety. Students generally stay on task whether working independently or in groups. Mr. Metzler is fair and consistent in implementing classroom standards and expectations, and treats all students fairly and equitably. He provides individual support and encouragement as needed. Learning Environment Rating Proficient (3.0) 6. Professionalism The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. Mr. Metzler supports and participates in student extracurricular activities. He performs required, non-classroom duties and attends required staff meetings. He attends work regularly (14.5 absences this year, 5 of which were field trips, conferences, or inservice days) and is punctual. However, he did not meet his professional obligations of preparing and submitting his student growth goal baseline data, and of turning in weekly lesson plans. He also did not complete a teacher growth goal review requested by the principal. Professionalism Rating Developing/Needs Improvement (2.0) 7. Student Academic Progress The work of the teacher results in acceptable, measurable, and appropriate student academic progress. Mr. Metzler established a student growth goal, but failed to turn in the baseline data until after the end of the school year. Also, his professional growth goal was not appropriate (slightly more PD points than required; no documentation as to how it met his professional needs/growth). He did not use the format requested and did not assign a weight to each goal. Goal results: Goal #1: All of the students showed improvement, although the way the goal was written it was impossible for some students to meet their growth goal. Goal #2: Lesson plans were not turned in weekly. Goal #3: This was not an acceptable goal (see statement above). Despite the problems with the goals, Mr. Metzler's students overall showed acceptable progress. Therefore Standard 7 will be judged Proficient and the problems addressed through Standard 6. Student Academic Progress Rating Proficient (3.0) Evaluation Summary Proficient Commendations When Mr. Metzler

Proficient in all categories.

Meets expectations

Developing

N/A

NA