

Danielson 4a: Professional Responsibilities: *Reflecting on Teaching*

INTASC 9: Professional Learning and Ethical Practice: Teacher engages in outgoing professional learning & uses evidence in self-evaluating.

Title: Reflection on Lesson Taught

Description: This is a reflection I made about when I taught my lesson about polygons in the 7<sup>th</sup> grade class I was observing. I wrote down my emotions and what I was thinking leading up to when I taught the lesson. I wrote down how I went about the lesson and how I dealt with the students during the lesson as well as during certain situations.

Rationale: This reflection demonstrates the self-reflection I made about my lesson. It showed my immediate thoughts about how it all went down. It also shows my feelings about what I thought I did well and what I felt I had room to improve upon. I also described how I dealt with the students when they got rowdy or off topic, it shows my professional learning and how far I have come since my first lesson.

4/15/2024

Today I taught my lesson. It was the last class of the day, so I spent the first class walking around helping the students with anything they might've needed help with, but I was mostly focused on my content for my lesson. The class went quickly and as the last class walked in, they all did their warmup and then the teacher turned them over to me. I began by telling them I am a student teacher, and that I am a student today as much as they are. So, if they have any questions or need me to go over anything again to please ask me, as I am learning as much from them as they are from me. They all were well behaved and answered my questions, which made it easier to relax. They even laughed at some of my corny jokes, which helped me as well. They all understood the content well and if they did have questions, they did ask me, and I was able to answer those questions. My teacher did have to step out of the room for a phone call, so I was on my own for a few minutes. As I was writing on the board, I heard them start to get loud behind me as they knew the teacher was out of the room. I stopped writing and got their attention and made sure they knew that just because the teacher left the room, that doesn't mean they can start talking, I was still in charge. This made me feel good because it gave me the chance to see how I would handle a class on my own without another authority figure in the room, and I think I handled it well. They all became quiet and refocused on the lesson, in which I continued and was able to finish the lesson without any hiccups. I felt a lot more confident this lesson, as I explained the concepts well and was able to help with any questions the students had. Once I finished teaching the lesson I handed out their homework worksheets that they could work on for the last few minutes before class ended. My lesson took about 40 minutes, as the class lengths are an hour long. Their warmup took about 8 minutes, so they had about 12 minutes to complete homework at the end. My teacher said she thought I did well and that everything went smoothly. This gave me a lot more confidence in my ability and showed me how far I have come in such a short time throughout this semester.

Danielson 4A: Professional Responsibilities - *Reflecting on Teaching*.

INTASC 9: Professional Learning and Ethical Practice - *Teacher engages in ongoing professional learning & uses evidence in self-evaluation*.

Title: Field Hours Reflection

Description: This artifact is a single page reflection that I needed to write based on my time spent at the Greensburg Salem Middle School after school Read to Succeed program. The paper asked me to reflect on when I first started and how I have changed as a person and as a teacher since the first time I went into the program.

Rationale: This reflection demonstrates my furthered professional learning by going into the after-school program and writing a paper about it, everything I had learned about middle school students and how to instruct them so that I could ensure their success. Being able to reflect on my first in class tutoring/teaching experience demonstrates self-evaluation and documenting the results of the experience to show the growth from the beginning of my tenure there.

When I first started this semester, I was a completely different “teacher” than I am now. I went into this semester thinking I would be able to go in and have all the kids like me and be on my side and be respectful and not disruptive. Boy was I wrong. When I first went in everyone thought we were so cool, we were in college and much older and taller, they were obsessed with my height when I first got there. But then it quickly went south. From the first day it was evident that the kids did not want to be there, well most of them. Some kids did enjoy it, and those were the kids who were good and followed directions, the others not so much. The kids who did not want to be there were very disruptive and just talked with their friends when they were supposed to be doing work. I did not want them to get in trouble at first, so I went over, and I would tell them to focus and work independently, to see if they would listen to me first before the teachers got involved. But the students did not listen for very long and they went right back to talking. So, I had to make my first teaching decision, and I separated them to prevent them from talking to each other in hopes they would get their work done. They did not like me very much after that. I always thought I would be the cool teacher and that I would never have to do that, and the students would just listen to me without any resistance, but that proved to be wrong from the start. As the program went on, the students would do the work and cooperate with me when I would be tutoring them, but you could tell they just wanted to leave. I would try my best to relate to them and talk about things they liked or were interested in, which would seem to work alright, but not many would amuse me on the topics. Being that these were middle schoolers, the approach for middle schoolers is different than the approach I would take for high schoolers, which is what I plan to teach. Over the course of the semester, I learned how to work with middle schoolers, which I liked because now I know that if I am needed for a middle school position, I am better equipped to take on that role, because the only way to get better at something is to do it

more. I was overall happy with how the semester went, I do wish the students liked me more, but they did get the work done that they needed to, which at the end of the day, I'm not there to be their friend, I am there to help them get better at reading. If I had to sum up how the semester went into a phrase, I would say "Be friendly, not friends". They don't need to like you, but they do need to respect you, I learned that the hard way.

Danielson 4d: Professional Responsibilities: *Participating in Professional Community*

INTASC 9: Professional Learning and Ethical Practice: Teacher engages in outgoing professional learning & uses evidence in self-evaluating.

Title: Reflective Journal

Description: This journal is a recap of one of the days I observed at the local middle school and how the day went, as well as certain situations that occurred for the day. I wrote down what I did for the day and what activities I took part in also. I also evaluated certain situations I saw in the class that day.

Rationale: This demonstrates professionalism by describing the day I had in the classroom setting. It described the events of the day and certain things I saw throughout the day that I may have agreed with or disagreed with, and how I would've gone about it.

4/4/2024

Today I continued to do a lot of the same things as I observed, I walked around and made sure students were staying on task and were completing their problems being asked of them. As the teacher walked around to check homework, I noticed a lot of students do not do their homework. So, I talked to the teacher about this, and she said that this is a problem that is happening a lot nowadays, that is why she offers incentives if students do their homework. If they complete their homework, they get a chance to earn gift cards or small prizes. This still doesn't seem to have much of an effect on the students as they continue to not do their homework. But they do seem to understand what they're learning, as they can complete their classwork well during class, it however does not transfer to home. Students are at the point where they will now talk to me before and sometimes even during class, in which I must tell them to stay on task and try not to be a distraction. I notice a lot of them have a hard time staying on task for even a few minutes at a time. I assume this is a problem a lot of kids have now around the country, but it is very common here. My teacher asked me at the end of the class if I would want to grade their homework that is due tomorrow and I said absolutely. Having the opportunity to grade for the first time is going to be good to get me introduced to the grading process. I'm sure it won't be as fun as I am thinking it will be, considering she seemed very happy that I would do it for her.

Danielson 4D: Professional Responsibility - *Participating in Professional Community.*

INTASC 9: Professional Learning and Ethical Practice - *Teacher engages in ongoing professional learning & uses evidence in self-evaluating.*

Title: Greensburg Salem Evaluation

Description: This evaluation was done by the teacher who oversaw running the after school read to succeed program at Greensburg Salem Middle School. She was asked to assess how I performed as a tutor/instructor in the program. How I was able to communicate with the kids, my professionalism, my ability to consistently show up.

Rationale: This evaluation depicts an evaluation of my professional responsibilities that I had to comply to in the hours I spent at the middle school. The sheet showed an evaluation from me tutoring the students, but also my observation hours I needed as well in the classroom, overseeing the daily activities of a classroom. It shows different aspects, such as communication with the students, the ability to teach them and help them with their learning, and my professionalism with my attire and my attitude every day.



**UNIVERSITY OF PITTSBURGH AT GREENSBURG  
FIELD EXPERIENCE ASSESSMENT FORM**

University Student Tyler Litts  
School Greensburg Senior Middle School

Classroom Teacher Miss. Zedlin  
Subject(s) Grade(s) 7th grade language Arts

E = Excellent Progress

S = Satisfactory Progress

M = Marginal Progress

Competency Achievement (Circle One)

**A. The Classroom Environment**

- |   |                         |                         |                         |                          |
|---|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. Demonstrates and encourages a positive attitude for learning   | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |
| 2. Proactive in monitoring student behavior   | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |
| 3. Exhibits respect for individual differences (cultural and gender)  | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |
| 4. Develops positive rapport with students  | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |
| 5. Works well with students diverse students (including students with special needs and/or English Language learners) | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |

**B. Instruction (based on \_\_\_\_\_ instructional episodes)**

- |   |                         |                         |                         |                          |
|---|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. Demonstrates ability to explain content clearly              | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |
| 2. Expresses appropriate language, grammar, and voice qualities | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |

**C. Professionalism**

- |   |                         |                         |                         |                          |
|---|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. Communicates professionally & effectively with learners      | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |
| 2. Meets professional responsibilities                          | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |
| 3. Accepts and responds to constructive feedback professionally | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |
| 4. Dresses and acts professionally                              | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |
| 5. Acts ethically and with integrity                            | <input type="radio"/> E | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> NA |

**Additional Comments:**

*Very helpful.  
Thank you.*

**ATTENDANCE** (Check one)  
The student  attended regularly  
\_\_\_\_\_ was absent \_\_\_\_\_ days  
(#)

*Miss. Zedlin*  
Signature - Classroom Teacher

**Note: This form is used to give feedback to the students. The only part used as a grade is Professionalism. We expect excellence in Professionalism at this juncture. All feedback is used for improvement. Thanks!**

Please return at the end of the field experience to Dr. Melissa J. Marks, 232 Cassell Hall, University of Pittsburgh at Greensburg, 150 Finoli Drive, Greensburg, PA 15601.

If you have any questions, comments or concerns, please do not hesitate to call Dr. Marks at 724-836-7073 or mjm37@pitt.edu.

Danielson 4e: Professional Responsibilities: *Growing and Developing Professionally*

INTASC 9: Professional Learning and Ethical Practice: Teacher engages in outgoing professional learning & uses evidence in self-evaluating.

Title: EdTPA

Description: This document is a reflection about the lesson I taught from the beginning of my second year in school. I went to a high school and taught their geometry class for a day. I reflected on that lesson and all aspects surrounding the experience. It shows the self-evaluation looking back on how I thought I did and what there is room to improve on.

Rationale: This demonstrates self-evaluation, as I completed this form a few months after I taught the lesson as a way of looking back with new knowledge that I have and seeing if there is any opinions that I had changed since the last time I reflected upon the lesson.

<b>Teacher Candidate: Tyler Litts</b>	<b>Date: 3/27/2024</b> <b>Course for which the Lesson is developed: 9<sup>th</sup> grade geometry</b>
<b>Subject: Math</b> <b>Central Focus: (Content of the lesson) Similar triangles</b> <b>Grade Level(s): 9<sup>th</sup></b>	<b>Classroom Teacher: Tom Harskowitz</b> <b>Time allotted: 30 minutes</b>
<p><b>Theoretical Principles and/or Research–Based Best Practices in this Lesson (Think EdPsych, Strategies, ELL, Exceptional)</b>  Why are the learning tasks for this lesson appropriate for your students? Cite references</p> <p><b>The learning tasks are appropriate because they are a way of testing if the students understand the content being taught to them. The worksheet given is a way for them to practice, but also a way for the teacher to assess how the students are comprehending the information being taught to them.</b></p>	
<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson</b>  What are common errors or misunderstandings of students related to the central focus of this lesson?  How will you address them for this group of students?</p> <p><b>Some common errors made by students are using the formulas given for each example. There are multiple different formulas for determining the types of triangles, and the best way to help with this is providing more examples for the students to familiarize themselves with when to use each formula.</b></p>	



<p><b>Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards)</b> Each standard should correspond to one or more objective.</p> <p>CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures. CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures</p>	<p><b>Learning Objective(s):</b></p> <ul style="list-style-type: none"> <li>• What are the students expected to know and/or do in the lesson?</li> <li>• Write out each specific objective to be met by students in the lesson.</li> </ul> <p>Students will be able to determine whether two triangles are similar based on their angles and sides on a worksheet to complete accuracy.</p> <p>After practicing in class, students will be able to correctly make a proportion to determine whether two triangles are similar based on their sides.</p>	<p><b>Assessment Tool(s) and Procedures:</b></p> <ul style="list-style-type: none"> <li>• What will provide evidence that students meet objectives?</li> <li>• Every objective must be assessed.</li> </ul> <p>The way the teacher can tell if the students met the objectives is when he checks their proportions to determine if the students set it up correctly. The worksheet will also be checked to make sure the students understand the concepts.</p>
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**Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**

**A. Engage Students: (Diagnostic/Pre-Assessment may be included here.)**

The teacher asked questions that the students had to raise their hands and answer. As the students worked on their worksheets the teacher walked around and aided any students who needed help with any of the problems.

**B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**

The example used in class was a real-life example of how the ideas are used in real life, therefore the students were able to see the concepts used in real life. In doing so, made the students see that this can be used in life too and not just the classroom, that the concepts have an actual purpose.

**C. Instructional Sequence:**

1. I went over the new concept with the students, such as word problems dealing with similar triangles.
2. I did an example problem on the board for the students, working through the problem by myself as they copied it down and watched as I worked through it and explained it.
3. I then went through another problem with them working together to come to the solution.
4. I then turned it over to them as they began working on their worksheets independently.
5. I walked around and assisted them with any questions they may have had.

**D. Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**

The teacher asked questions often to make sure the students stayed engaged. As they began to work independently, I walked around and made sure they were doing their work. Using proximity to my advantage.

**E. Student Interactions: (How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?)**

As they worked independently, they were allowed to ask each other questions they had if it pertained to the worksheets. That way if I was busy with another students, they had another way of getting assistance. The groups were just who they sat next to, that way they weren't scrambling around the room, they could stay in their seats and still get help.

**F. Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**

The students were able to see examples from everyday life to understand why this content is important to learn, that way they would give more effort when completing the worksheets. If they understand why they are learning what they're learning, they will give more effort.

**Instructional Materials:**

The study guides they use to copy their notes, and the worksheets handed out to them in class. The teacher used the promethium board to show example problems.

**Use of Technology:**

The teacher's promethium board for demonstration, the students were able to use their calculators to help solve problems if needed, and they could take notes on their devices as well if that is what they prefer.

**Safety in the Physical Environment:**

The door was closed to enter or exit the classroom, as well as safety windows and working fire alarms.

**Academic Language****List the Academic Language used in the Lesson.**

**Include Tier 1, 2, and 3 language.**

Tier 1: words of everyday speech, familiar to most students

**Solve, show work, demonstrate.**

Tier 2: High frequency words, found in many content areas (e.g., evaluate, cite, predict)

**Evaluate, comprehend, determine.**

Tier 3: Low-frequency words, domain specific (alliteration, mitosis, cosine)

**Similarity statement, similar (math term), perpendicular, parallel**

**Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports.**

**Language is scaffolded into the lesson in the sense that every problem the students need to complete, they will see these terms. And as the problems get more complex, they will begin to see the more complicated language.**

**Describe the Evidence that Students know and use Academic Language appropriately:**

**If the problems are done correctly, it demonstrates the students understood the directions and were able to complete the problems.**

**Assessment**

*(Identify the **type(s) of assessment** used in this lesson. Explain **how it provides evidence** that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)*

**Diagnostic (Pre-):** *(Formal or Informal)*

**Formative:** *(Formal or Informal)*

**Formal-**the students are completing a worksheet during class to test their knowledge of the content.

**Reflective:** *(Formal or Informal)*

(How do students think about what they know?)

**Summative:** *(Formal or Informal)*

(How does this lesson fit into how you are assessing them at the end?)

**Differentiating Instruction**

**Identify the Element(s) of the Lesson that is Differentiated: Process**

*Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.*

The process is differentiated because students may skip a few steps, or they may write extra steps depending on how well they know the content. If they can skip a step and still get the correct answer they are good, but if they need to write them all out that is still just as good.

**Identify the Student Characteristic that you will use to Differentiate: Student Readiness**

*Explain how it is used to Differentiate for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.*

The students' readiness and their ability to understand the concepts being taught may cause the differentiation in their process. Not everyone's work looks the same on their papers, but if their answers are the same that is all that matters.



<p><b>A. Give evidence that the lesson was successful for students meeting the learning objective/s. (at least one example)</b></p> <p><b>The lesson was successful because as I was walking around checking their worksheets, most of the students were getting the correct answers, therefore they are understanding what is being taught to them.</b></p>		
<p><b>B. If you could teach this lesson to the same group of students again, what are <b>two or three things you would do differently</b> to improve the learning of these students based on their varied developmental and academic needs and characteristics? <i>Consider missed opportunities and other aspects of planning, instruction, and/or assessment.</i></b></p>		
<p><b>Clearly state <i>each change</i> you would make.</b></p>	<p><b>Explain <i>why and how</i> you would change it.</b></p>	<p><b>Explain the <i>difference it would make in student learning</i>. Give evidence from your experience in teaching the lesson.</b></p>
<p><b>I would focus more on teaching the content as opposed to not getting the content correct.</b></p>	<p><b>I would change this because I may have skipped a few important notes or went too fast for the students because I was too worried about getting it right, rather than teaching it to them. If I take my time and teach them it will be easier for the students to learn.</b></p>	<p><b>It would make it a lot easier for them to learn, and it would take less example problems that I would need to show them, and they would be able to understand it easier.</b></p>
<p><b>I would probably prepare what I would say to them better as opposed to going right in and trying to improvise.</b></p>	<p><b>I did practice what I was going to say, but when I got out there in front of them, I froze up and improvised everything I was going to say. If I rehearsed it more, it would've been easier to go out and instruct them.</b></p>	<p><b>This would make it better for the students again because if I am more relaxed when teaching I won't leave anything out of the instructions and it will be clearer for them to understand.</b></p>

Danielson 4E: Professional Responsibility - *Growing and Developing Professionally*.

INTASC 9: Professional Learning and Ethical Practice - *Teacher engages in ongoing professional learning & uses evidence in self-evaluating*.

Title: Suicide Prevention Certificate

Description: This artifact is the certificate my teacher gave the students complete for my strategies class in college about suicide and the proper ways to go about dealing with the issue in a school setting. It was a 45-minute course with different interactive parts to answer and watch videos with scenarios about possible in-school problems dealing with suicide.

Rationale: This certificate demonstrates my ability to engage in further professional learning, being that I completed this online course and furthered my knowledge about how to deal with students who struggle with suicide. This certificate gave me a chance to educate myself on how to handle students who may be having suicidal thoughts or know someone who is struggling.



**SOCIETY** *for the*  
**PREVENTION** *of*  
**TEEN SUICIDE**

**CERTIFIES THAT**

**Tyler Litts**

**HAS COMPLETED**

**1 HOURS OF PROFESSIONAL DEVELOPMENT TRAINING**

**Including the following modules:**

**Act on FACTS**

**Act** *on*  
**FACTS**

**Making Educators Partners**  
*in Youth Suicide Prevention*

SIGNATURE

Susan Telford, RN, BSN, CSN, MSN  
Clinical Director, Society for the Prevention of Teen Suicide

October 13th, 2023

DATE

The awarding of professional development credit based on this training is solely at the discretion of the local district.

SOCIETY FOR THE PREVENTION OF TEEN SUICIDE, INC. 115 WEST MAIN STREET #10201 & #107728 info@sptrsusa.org www.sptrsusa.org

Danielson 4F: Professional Responsibility - *Showing Professionalism.*

INTASC 10: Leadership & Collaboration - *Teacher seeks leadership roles/opportunities for students to learn through collaboration.*

Title: 12 Classroom Rules

Description: This assignment is about 12 rules I had to make up for my future classroom. This required me to decide on rules that needed to be discussed on the first day, and rules that could be communicated later throughout the year. I was required to think like a teacher and decide which rules I felt were most important to communicate with the students. It also gave me the option to decide if I would be making the rules for the classroom, or if I would allow the students to help make the rules with me.

Rationale: This gave me a chance to work on my professionalism and leadership by giving me the chance to act as a teacher, and decide which rules were important or not to have. It made me contemplate what kind of teacher I would be, a relaxed teacher who did not discipline the students for certain actions, or if I would be the teacher who was very strict and never let anything go under the radar.

Rules that need to be communicated on the first day:

1. Where to sit: On the first day the students will choose a seat they would like to sit in for the rest of the year. Once they have chosen this seat, a seating chart will be made, and the students will be required to sit there for the remainder of the year.
2. Drinks, food, and gum: Students will not be allowed to eat, drink, or chew any gum in the classroom unless they are given permission by me, as this would be very distracting to the other students and possibly interrupt their learning.
3. Washroom and drinking privileges: Students will be required to ask permission to go to the bathroom or get a drink from the water fountain. If they are permitted, they must sign out on the sign out sheet by the door.
4. Homework completion: Students will be required to complete the homework when assigned for a completion grade that I will walk around and check to make sure is done. On occasions, they will be asked to turn it in for a grade based off completion.
5. Makeup work: Students will be allowed to complete make up work if their absence from the day prior was excused, if it was not then they will not be prohibited to complete the assignment missed.
6. Violation of due dates: Students who do not turn in assignments on time will be docked 10% for every day it is late until it is 3 days past due, in which they will receive a 0% for the assignment.

Rules that can be communicated later:

7. When a visitor comes to the door: Students will not be allowed to open the door for anyone and they must inform me someone is at the door, in which I will then decide if they will be allowed in the classroom.
8. Coming up to the teacher's desk: Students will be allowed to approach the teacher's desk at any time throughout the class unless there is a test being taken.

9. Leaving the classroom: The students will not be allowed to leave the classroom for any reason without the permission of the teacher, in which the teacher reserves the right to deny them an exit.
  
10. Note taking: Students may take notes on how they know is best for them, there is no designated way to take notes in the class, if they are taking notes of some kind.
  
11. Sharing work with others: Students who share work will be reported and given a zero on the assignment, as cheating will not be prohibited in the classroom.
  
12. Neatness: Students will keep a neat desk space so that way they will have a nice space to work and take good notes. No extra binders or folders or electronics on their desk, just whatever is asked of them such as notes and a pencil.

Danielson 4F: Professional Responsibility - *Showing Professionalism.*

INTASC 10: Leadership & Collaboration - *Teacher seeks leadership roles/opportunities for students to learn through collaboration.*

Title: Disposition & Exemplary Behavior Form

Description: This form is from the head of the Education department, and it describes a scenario I encountered while at the Read to Succeed program at Greensburg Salem Middle School. A student was talking to another tutor from my college and asked them an inappropriate question about the tutor's personal self. When the student asked the question, me and another tutor described to the student how it is not okay to every say those hurtful things to another person, and that the student needed to be more respectful.

Rationale: This form shows my leadership skills and professionalism because I stepped in for the other tutor and defended him against these very hurtful comments. I could have yelled at the student or called him out and told the teacher who runs the program, but instead, I had a serious talk with the student about his comments and how he needs to show more respect to people and not ask such hurtful questions. I acted on my own intuition and dealt with he student myself instead of deferring to a teacher, or even worse, not addressing the student at a

(Artifact is in Paper Portfolio)



Danielson 4f: Professional Responsibilities: *Showing Professionalism*

INTASC 9: Professional Learning and Ethical Practice: Teacher engages in outgoing professional learning & uses evidence in self-evaluating.

Title: Teacher Evaluation

Description: This form is an evaluation my professor did about me in the classroom. It has a section exclusively for my professionalism during my time in the classroom with this teacher. It shows my attendance and how I was dressed and how I acted towards everyone when I was there.

Rationale: This document is a good example of professionalism, as a teacher, a person who knows what is expected of fellow teachers and how teachers should act and dress, expresses how he felt I acted while I was there with him. There were little opportunities to work with the students besides my lesson, which is why some sections do not have responses for the communication with the students.

**UNIVERSITY OF PITTSBURGH AT GREENSBURG  
EARLY FIELD EXPERIENCE ASSESSMENT FORM**

University Student Tyler Wittz  
School Norwin High School

Classroom Teacher Mr. Harskowitz  
Subject(s) Grade(s) GEOMETRY (9, 10)

E = Excellent Progress

S = Satisfactory Progress

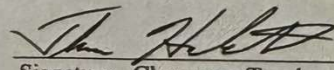
M = Marginal Progress

Competency Achievement (Circle One)

<b>A. The Classroom Environment</b>					
1.	Demonstrates and encourages a positive attitude for learning	E	<u>S</u>	M	NA
2.	Proactive in monitoring student behavior	E	<u>S</u>	M	NA
3.	Exhibits respect for individual differences (cultural and gender)	E	S	M	<u>NA</u>
4.	Develops positive rapport with students	E	S	M	<u>NA</u>
5.	Works well with students diverse students (including students with special needs and/or English Language learners)	E	S	M	<u>NA</u>
<b>B. Instruction (based on <u>1</u> instructional episodes)</b>					
1.	Demonstrates ability to explain content clearly	E	<u>S</u>	M	NA
2.	Expresses appropriate language, grammar, and voice qualities	E	<u>S</u>	M	NA
<b>C. Professionalism</b>					
1.	Communicates professionally & effectively with learners	E	<u>S</u>	M	NA
2.	Meets professional responsibilities	<u>E</u>	S	M	NA
3.	Accepts and responds to constructive feedback professionally	<u>E</u>	S	M	NA
4.	Dresses and acts professionally	<u>E</u>	S	M	NA
5.	Acts ethically and with integrity	<u>E</u>	S	M	NA

**Additional Comments:**

**ATTENDANCE** (Check one)  
The student  attended regularly  
\_\_\_\_\_ was absent \_\_\_\_\_ days  
(#)

  
\_\_\_\_\_  
Signature - Classroom Teacher

**Note: This form is used to give feedback to the students. The only part used as a grade is Professionalism. We expect excellence in Professionalism at this juncture. All feedback is used for improvement. Thanks!**

Please return at the end of the field experience to Dr. Melissa J. Marks, 232 Cassell Hall, University of Pittsburgh at Greensburg, 150 Finoli Drive, Greensburg, PA 15601.

If you have any questions, comments or concerns, please do not hesitate to call Dr. Marks at 724-836-7073 or mjm37@pitt.edu.