

**SUMMATIVE EVALUATION FORM**  
**St. Mary Catholic School**  
**Ratings & Comments Regarding Performance**

**Teacher: Jenni Wagner Date: March 30, 2007**  
**Comments shall include strengths and/or areas for improvement**

**1. Management of instructional time.**

- Materials and supplies were ready at the start of the lesson – Color tiles/Word Problems
- Students were on task quickly. Transitions were smooth.
- Student time-on-task was maintained at an above average level

**Excellent**     **Commendable**     **Satisfactory**     **Unsatisfactory**

**2. Motivates students to excel to the best of their ability.**

- Good use of manipulatives
- Student answers were not repeated
- Called on males/females equally

**Excellent**     **Commendable**     **Satisfactory**     **Unsatisfactory**

**3. Encourages productive student behaviors.**

- Students know classroom procedures well – Back Burner/Home
- Good circulation among students – reviewing worksheet

**Excellent**     **Commendable**     **Satisfactory**     **Unsatisfactory**

**4. Demonstrates proficiency in teaching area or subject area.**

- Division is a difficult concept for 3<sup>rd</sup> graders to grasp. Jenni was wise to work today's problems **TOGETHER** as a group – talking students thru each one.
- Underline what we are trying to find. (What do we already know?) – Good word problem strategies.
- When was math meeting completed? (See green highlight)

**Excellent**     **Commendable**     **Satisfactory**     **Unsatisfactory**

**5. Communicates effectively in oral and/or written language.**

- Directions are given in a clear, concise manner
- Good grammar usage. Polite.

**Excellent**     **Commendable**     **Satisfactory**     **Unsatisfactory**

## SUMMATIVE EVALUATION

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### 6. Follows established time lines and procedures/Attendance.

- Jenni is punctual in her duties, committee assignments and teaching assignments. Her attendance at school is above average

Excellent     Commendable     Satisfactory     Unsatisfactory

### 7. Appropriately conducts student assessment using various techniques.

- 'Checking for Understanding' was completed through teacher observation, oral questioning, and worksheet

Excellent     Commendable     Satisfactory     Unsatisfactory

### 8. Provides specific classroom routine and procedures within an appropriate learning environment.

- An effective classroom routine has been taught, and is practiced daily.
- Transitions were quick and smooth.

Excellent     Commendable     Satisfactory     Unsatisfactory

### 9. Communicates and exhibits professionalism within the educational environment.

- Is eager and willing to contact parents w/ both positive and negative students behaviors
- Is eager to attend professional growth activities that will enable her teaching skills to continue to develop to higher and higher levels.

Excellent     Commendable     Satisfactory     Unsatisfactory

#### Additional Comments:

Jenni has worked very hard to develop classroom management skills. Her consistency and firmness improve each year.

Jenni's lesson plans are thorough and extremely well written.

A conference to discuss this evaluation was held on April 10, 2007.

Jenna M. Delgado  
Signature of Evaluating Administrator

4-10-07  
Date

Jennifer Wagner  
Signature of Teacher

4-10-07  
Date

Observation: Jenni Wagner  
March 30, 2007  
9:55-10:50

Upon entering the classroom, students were given a division timed-test to complete.

T: Please leave this upside down on your desk. When I say go, you will have three minutes to complete as many problems as you can.

T: STOP - Immediately teacher began reading problems. Students said answers orally in a choral response. Put those where? St: Back Burner/Home

Today you are going to learn to act out/draw/ and \_\_\_\_\_ when doing story problems. I'm going to give you each a bag of color tiles. Please make sure they stay on your back burner. (T. passed out)

There were 3 problems written on board. G. was asked to read it aloud. What are we trying to find in this # sentence? Underline it first. What do we already know? G/G Put brackets around it, please.

We are going to act out the problem using our color tiles. We are going to pretend that these color tiles are candies.

#### Problem 1

How many color tiles do we need? \* When you have the # of color tiles that you need and you are ready, please put your hand on your head. What is Mrs. G going to do with these candies? G Good. Show that w/ your tiles. (Teacher circulating.) Aide, do you have each child getting 3 candies? (worked thru) How many children have candies? B # Who would like to draw a picture for this # sentence? (hands) \* G (Haylee stuck T. assisted) Boys & Girls who can help us out? Who can help Haylee make this picture? G Please draw the picture on your paper. Now we need to write a # sentence w/ this. Someone who hasn't said anything yet. It's going to be a division problem. Jr? - 4?3? T It's a division # sentence so the big number always goes first. Our # sentence is  $12/3 = 4$

If you are building w/ your pattern blocks I will take them away. Okay #2. Nathan will you read

#### Problem 2

What are brackets? What do they mean? B/B/G/B \* G \*\* G

#### Problem 3

Before we go on, those of you that are playing with your color tiles, you need to stop. It's very difficult to hear Kailee when you are playing w/ them. \* B/B/B\* Repeated an answer already given. B/G/G \*singing B/B



Problem 4

(written on chart paper) Before we start this, please put your color tiles in your bag. You have ten seconds to do this. 'There are 14 markers. Ten children will share the markers. How many markers will each child get?' **B/B/B\*** Do you need to call on someone to help you? **G**

Are there any questions? Nathan: So what we are really trying to see is like if you are counting to 14 and counting by 2's, how many times will you count to get to 14? T: yes

Students passed out new paper (Guided Class Practice), Erased board. Picked up Tiles. Okay since we are talking I'll assume we are ready..... **Jordan** please rd. #1 \*\*  
Circulation \* If the answer is right up here, all you have to do is write it down. **Joshua**, what would our # sentence be? #2 - **G/B/B/G**: 20 cookies/5students/ how many in each group Aide??? Suggestion: allow her to use tiles, or show movement on board **G/B**  
Okay, your first # is always your biggest #. Your second # is how many groups you have. **B** (Jr. 82 cents - how many quarters?) **G/G/B\*** \* **G** (Mrs. W. how is it 58,400?) \* **B/G/B**

Okay, you have two pgs. for homework. When I call your row, quietly walk over and put your papers in your folders.

- \* indicates specific student disruption
  - \*\* indicates disruption, plus student out of seat
- 14 Total

= Girls called on (20)

= Boys called on (23)