

Cooperating Teacher Student Teacher Eval Form

Student Teacher:	Kaycee Luke
Date:	2017-02-22
Teaching Major:	Elementary Education
Student Teacher's Email Address:	kmluke1@umary.edu
Cooperating Teacher:	Rebecca Hafner
Cooperating School:	Liberty
Cooperating Teacher's Email Address:	rebecca_hafner@bismarckschools.org
University Supervisor's Email Address:	rcklemisch@umary.edu
Evaluation:	Midterm Evaluation
KNOWLEDGE: Selects, constructs, and uses various developmentally appropriate learner assessments, including learner self-assessments, and understands the characteristics and limitations of learner assessments.	Partially Proficient
PERFORMANCE: Uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Proficient
DISPOSITION: Committed to using learner assessments to ensure learner growth.	Proficient
Suggestions for improvement:	<p>We have not done much with creating assessment. I think this is an area where we will need to continue to focus as we continue with the student teaching process.</p> <p>However, Kaycee does do a very nice job of daily assessing student understanding and monitoring student progress within each skill set.</p>
KNOWLEDGE: Employs effective classroom management strategies to create environments that support individual and collaborative learning.	Partially Proficient
PERFORMANCE: Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.	Proficient
DISPOSITION: Takes responsibility for creating environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	Proficient
Suggestions for improvement:	<p>Kaycee is doing very well with helping to create an environment that is ideal for student achievement. She is meeting the needs of individual students with learning and behavioral needs. She can continue to focus on classroom management strategies which will come as she takes on full time teaching. Be confident in what you want from your students and don't be afraid to ask students to make corrections when needed!</p>

<p>KNOWLEDGE: Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p>	<p>Proficient</p>
<p>PERFORMANCE: Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Proficient</p>
<p>DISPOSITION: Is committed to reflection as an integral component of the professional development process and continually evaluates his/her practice.</p>	<p>Proficient</p>
<p>Suggestions for improvement:</p>	<p>Kaycee is doing very well in this area when it comes to adapting to the needs of students in the small group. She has adapted plans when needed and really has helped the students make meaningful connections to the skills we are studying.</p> <p>She has also participated in PLC and Staff Development opportunities and has become a great member of our team!</p> <p>She is very open to any feedback given and welcomes the constructive comments from Cooperating teacher. She adjusts lesson plans and practices after each reflection.</p>
<p>KNOWLEDGE: Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Proficient</p>
<p>PERFORMANCE: Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Proficient</p>
<p>DISPOSITION: Demonstrates enthusiasm for the discipline he/she teaches and engages in professional discourse with colleagues on how to improve his/her content knowledge and teaching skills.</p>	<p>Proficient</p>
<p>Suggestions for improvement:</p>	<p>Kaycee has done very well with growing as an educator. She has been practicing differentiation by teaching 4 separate math groups and moving into teaching five different reading groups! She has met the challenge of small group instruction/differentiation with excitement and enthusiasm.</p>
<p>KNOWLEDGE: Understands how to support every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Proficient</p>

PERFORMANCE: Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Proficient
DISPOSITION: Eagerly supports every student in meeting rigorous learning goals and values the use of a variety of instructional strategies, including technological, to improve student learning.	Proficient
Suggestions for improvement:	<p>Kaycee has jumped in with differentiated learning! She has taken the challenge of meeting the needs of different learners through daily reflection of lesson planning and adjusting lesson plans as needed.</p> <p>She has met the challenge of planning for multiple groups while navigating through new content standards. She has high expectations of the students and helps them to achieve the goals by a very encouraging connection she has made with nearly all of our students!</p>
KNOWLEDGE: Understands individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.	Proficient
PERFORMANCE: Designs effective age-appropriate lessons that take into account individual differences in order to ensure culturally relevant and inclusive environments that allow each learner to meet high standards.	Proficient
DISPOSITION: Believes all children can learn and respects students as individuals regardless of students' backgrounds, skills, talents or interests.	Proficient
KNOWLEDGE: Demonstrates effective verbal, nonverbal, and technological communication skills.	Proficient
PERFORMANCE: Models effective communication skills in conveying information to students and when communicating with school colleagues.	Proficient
DISPOSITION: Recognizes effective communication as a tool for fostering student learning and developing strong professional relationships with school colleagues.	Proficient
Suggestions for improvement:	<p>Kaycee is doing very well here. She is eager to sit down after each day to discuss and reflect the day's lessons, which shows a high level of effective communication. She has developed a relationship with several of the other teachers on the PLC team and is confident enough to ask questions and receive feedback and ideas.</p>
KNOWLEDGE: Understands how to develop effective lesson plans and how to design developmentally appropriate and challenging learning experiences.	Proficient

PERFORMANCE: Implements effective lesson plans that engage learners in developmentally appropriate and challenging learning experiences.	Proficient
DISPOSITION: Values instructional planning as an important professional skill and believes lesson plans must be open to adjustment based on students' needs.	Proficient
Suggestions for improvement:	<p>Kaycee has gone above and beyond in this area! She is very prepared, always ready with her lessons and materials. She has shown great enthusiasm and focus in completing lessons before hand with enough time to discuss and make changes before the day of the lessons.</p> <p>She has adjusted plans as she teachers to ensure that learning of the skill set is happening. For instance, though she is prepared with the week's lessons, she reflects daily to see if any additional needs are involved and alters plans along the way.</p>
KNOWLEDGE: Understands the importance of collaborating with learners, families, colleagues, and community members to ensure learner growth and to advance the profession.	Proficient
PERFORMANCE: Collaborates with learners, families, colleagues, and community members to ensure learner growth and to advance the profession.	Proficient
DISPOSITION: Takes responsibility for learner growth and advancement of the profession.	Proficient
KNOWLEDGE: Understands the importance of evaluating his/her practice and adapting practice to meet the needs of each learner.	Proficient
PERFORMANCE: Seeks opportunities to evaluate his/her practice and adapts practice to meet the needs of each learner.	Proficient
DISPOSITION: Recognizes the importance of evaluating his/her practice and adapts practice to meet the needs of each learner.	Proficient

Overall General Comments (please reflect on your preservice teacher's professional skills, pedagogical content knowledge, and his/her ability to take responsibility of student learning):

Kaycee has done very well in settling into the role of student teacher. As she continues to take on more of the instruction, I am certain she will develop the classroom management strategies that she needs to be successful. She needs the chance to really practice the role of managing all areas, really those outside the small group instruction table, which will come as she goes into full teaching.

She is very aware of individual student needs and has played an exceptional role of making sure that students feel respected and cared for!

She has done superbly with lesson planning and developing relationships with students. The children respect her and enjoy having her in our classroom. She has been very willing to reflect and discuss after each lesson, which shows a desire to become excellent in her profession.

I am very much enjoying working with Kaycee and look forward to the next 6 weeks of working together!