

## University Supervisor Student Teacher Eval Form

<b>Student Teacher:</b>	Kaycee Luke
<b>Date:</b>	2017-02-23
<b>Student Teacher's Email Address:</b>	kmluke1@umary.edu
<b>Teaching Major:</b>	Elementary Education
<b>University Supervisor:</b>	Bob Klemisch
<b>University Supervisor's Email Address:</b>	rcklemisch@umary.edu
<b>Cooperating Teacher:</b>	Rebecca Hafner
<b>Cooperating School:</b>	Liberty Elementary
<b>Cooperating Teacher's Email Address:</b>	Rebecca_Hafner@bismarckschools.org
<b>Evaluation:</b>	Midterm Evaluation
<b>KNOWLEDGE:</b> Selects, constructs, and uses various developmentally appropriate learner assessments, including learner self-assessments, and understands the characteristics and limitations of learner assessments.	Proficient
<b>PERFORMANCE:</b> 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
<b>DISPOSITION:</b> Committed to using learner assessments to ensure learner growth.	Proficient
<b>Suggestions for improvement:</b>	She is just beginning to learn about the different assessments available to her. She uses daily assessments to determine lesson understanding.
<b>KNOWLEDGE:</b> Employs effective classroom management strategies to to create environments that support individual and collaborative learning.	Proficient
<b>PERFORMANCE:</b> Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.	Proficient
<b>DISPOSITION:</b> 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
<b>Suggestions for improvement:</b>	She creates a warm and enthusiastic environment for her students. She is aware of the need to redirect inappropriate behaviors. She is working on becoming more effective managing the entire classroom while working with small groups.
<b>KNOWLEDGE:</b> 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.	Proficient

<b>PERFORMANCE:</b> 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.	Proficient
<b>DISPOSITION:</b> Is committed to reflection as an integral component of the professional development process and continually evaluates his/her practice.	Proficient
<b>Suggestions for improvement:</b>	Her reflections show a good understanding of the educational process. She is involved with PLC's at her school and also participates in staff development as it presents itself.
<b>KNOWLEDGE:</b> 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.	Proficient
<b>PERFORMANCE:</b> Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Proficient
<b>DISPOSITION:</b> 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	Proficient
<b>Suggestions for improvement:</b>	She doesn't seem to have any difficulty teaching the content for students of this age.
<b>KNOWLEDGE:</b> 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.	Proficient
<b>PERFORMANCE:</b> 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
<b>DISPOSITION:</b> 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
<b>Suggestions for improvement:</b>	She knows her students need to meet the goals described in the curriculum for the school district. She works to make sure all students are performing at their highest level.
<b>KNOWLEDGE:</b> Understands individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.	Proficient

<b>PERFORMANCE:</b> 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
<b>DISPOSITION:</b> Believes all children can learn and respects students as individuals regardless of students' backgrounds, skills, talents or interests.	Proficient
<b>Suggestions for improvement:</b>	She is getting good experience differentiating instruction by working with students in small groups for both math and language arts. This helps her to focus on individual student differences and needs.
<b>KNOWLEDGE:</b> Demonstrates effective verbal, nonverbal, and technological communication skills.	Proficient
<b>PERFORMANCE:</b> Models effective communication skills in conveying information to students and when communicating with school colleagues.	Proficient
<b>DISPOSITION:</b> Recognizes effective communication as a tool for fostering student learning and developing strong professional relationships with school colleagues.	Proficient
<b>Suggestions for improvement:</b>	She does well in this area. She has a good rapport with her students and they are motivated to perform for her. She also works well with her cooperating teacher and other colleagues at her school.
<b>KNOWLEDGE:</b> Understands how to develop effective lesson plans and how to design developmentally appropriate and challenging learning experiences.	Proficient
<b>PERFORMANCE:</b> Implements effective lesson plans that engage learners in developmentally appropriate and challenging learning experiences.	Proficient
<b>DISPOSITION:</b> Values instructional planning as an important professional skill and believes lesson plans must be open to adjustment based on students' needs.	Proficient
<b>Suggestions for improvement:</b>	Her lessons are well planned and executed. She isn't afraid to put in extra time and effort when planning her instruction.
<b>KNOWLEDGE:</b> Understands the importance of collaborating with learners, families, colleagues, and community members to ensure learner growth and to advance the profession.	Proficient
<b>PERFORMANCE:</b> Collaborates with learners, families, colleagues, and community members to ensure learner growth and to advance the profession.	Proficient
<b>DISPOSITION:</b> Takes responsibility for learner growth and advancement of the profession.	Proficient
<b>Suggestions for improvement:</b>	She has a good working relationship with her cooperating teacher and other school staff.

<b>KNOWLEDGE:</b> Understands the importance of evaluating his/her practice and adapting practice to meet the needs of each learner.	Proficient
<b>PERFORMANCE:</b> Seeks opportunities to evaluate his/her practice and adapts practice to meet the needs of each learner.	Proficient
<b>DISPOSITION:</b> Recognizes the importance of evaluating his/her practice and adapts practice to meet the needs of each learner.	Proficient
<b>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):</b>	Kaycee is at the midpoint of her grade three student teaching experience at Liberty Elementary in Bismarck, ND. She is a hard worker and is very open to feedback from myself and her cooperating teacher. She has already developed a good rapport with her students. She is also aware of what it takes to keep her students on task and redirect their behaviors when needed. Her hard work is paying off and she is off to a good start with her student teaching experience.