

University Supervisor Student Teacher Eval Form

Student Teacher:	Ashley Nagel
Date:	2015-12-16
Student Teacher's Email Address:	aenagel1@umary.edu
Teaching Major:	Early Childhood Education
University Supervisor:	Janet Bassingthwaite
University Supervisor's Email Address:	jlbassingthwaite@umary.edu
Cooperating Teacher:	Missy Vollmers
Cooperating School:	Centennial Elementary
Cooperating Teacher's Email Address:	missy_vollmers@bismarckschools.org
Evaluation:	Final Evaluation
KNOWLEDGE: Selects, constructs, and uses various developmentally appropriate learner assessments, including learner self-assessments, and understands the characteristics and limitations of learner assessments.	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
KNOWLEDGE: Employs effective classroom management strategies to to create environments that support individual and collaborative learning.	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
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.	Proficient
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.	Proficient
DISPOSITION: Is committed to reflection as an integral component of the professional development process and continually evaluates his/her practice.	Proficient

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.	Proficient
PERFORMANCE: Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Proficient
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	Proficient
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.	Proficient
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
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
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
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):	Ashley demonstrated professional skills through her participation in all teacher-related activities during her student-teaching time. She engaged with faculty and staff as well as parents in a respectful manner. Her pedagogical content knowledge and responsibility for student learners was evident in her developmentally appropriate lesson plans where she adapted for individual children, integrated disciplines, and used a variety of strategies, methods, and tools to move learners forward. Additionally Ashley demonstrated solid growth in classroom management skills as she was challenged by a learner with significant social-emotional needs. I have no doubt that Ashley could lead a classroom of her own.