

## University Supervisor Student Teacher Eval Form

<b>Student Teacher:</b>	Ashley Nagel
<b>Date:</b>	2015-10-02
<b>Student Teacher's Email Address:</b>	aenagel1@umary.edu
<b>Teaching Major:</b>	Early Childhood Education
<b>University Supervisor:</b>	Janet Bassingthwaite
<b>University Supervisor's Email Address:</b>	jlbassingthwaite@umary.edu
<b>Cooperating Teacher:</b>	Mrs. Missy Vollmers
<b>Cooperating School:</b>	Centennial
<b>Cooperating Teacher's Email Address:</b>	missy_vollmers@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>	Evidence of various forms of assessment being used and student learning opportunities adjusted as a result. Continue to focus on specific learners that are continuing to struggle in basic areas.
<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>	Evidence of environmental changes and behavior management strategies adjusting to meet learner needs. Continue to assess the learning environment and structure of activities.
<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>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>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>	Evidence of adapting learning activities or expectations to meet learner ability areas. Continue to think about the various areas that may be non-traditional adaptations area and how you might alter instructional strategies.
<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>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>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>	(Duplicated comment from above) Evidence of adapting learning activities or expectations to meet learner ability areas. Continue to think about the various areas that may be non-traditional adaptations area and how you might alter instructional strategies.
<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>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>	Ashley is a natural teacher who is learning the challenges and successes of a classroom with diverse learning needs. Through the challenges she's faced in the classroom she is showing true courage, professionalism, and the impact of purposeful teaching and learning.