

## University Supervisor Student Teacher Eval Form

<b>Student Teacher:</b>	Ashley Nagel
<b>Date:</b>	2015-12-11
<b>Student Teacher's Email Address:</b>	aenagel1@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>	Neva Weninger
<b>Cooperating School:</b>	Shiloh Elementary School
<b>Cooperating Teacher's Email Address:</b>	weningern@shilohchristian.org
<b>Evaluation:</b>	Final 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>	Ashley uses the materials provided by the curriculum for assessment. She also monitors student proficiency when observing their success with classroom activities and assignments.
<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 positive learning environment. Since Shiloh is a Christian school, she easily included religion and values in her lessons.
<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>	Reflections showed she has an understanding of the important details included in effective instruction.
<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 problems with the content.
<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>	Ashley seems very comfortable using technology in her instruction. This included the use of an interactive whiteboard. She also used group teaching and some collaborative learning.
<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>	Students were divided into reading groups allowing her to teach each student at an appropriate level for them to achieve success. She respected students as individuals.
<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 developed a good rapport with her students. She also displayed a good sense of humor which was viewed favorably by the students.
<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>	She spends the time needed to prepare effective lessons.
<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>	Ashley sought advice from not only her cooperating teacher but also other staff members at Shiloh. She developed a good relationship with other staff members.
<b>KNOWLEDGE:</b> Understands the importance of evaluating his/her practice and adapting practice to meet the needs of each learner.	Proficient

<b>PERFORMANCE: Seeks opportunities to evaluate his/her practice and adapts practice to meet the needs of each learner.</b>	Proficient
<b>DISPOSITION: Recognizes the importance of evaluating his/her practice and adapts practice to meet the needs of each learner.</b>	Proficient
<b>Suggestions for improvement:</b>	She is very intent on improving her skills whenever possible. I have found her to be very open to suggestions and feedback from not only myself but also her cooperating teacher and other staff members at her school.
<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 completing her elementary education student teaching experience in second grade at Shiloh Elementary School in Bismarck, ND. She developed a good working relationship with her students and they were willing to work for her. Her positive attitude made it easy for her to work with others and work as part of a team. She was able to redirect students who had a tendency to be talkative. She is easy to work with will put in the time and effort to do a good job. There is a willingness and desire to always work to get better at her profession. She had a very good experience at Shiloh. She is ready to begin her teaching career.