

University Supervisor Student Teacher Eval Form

Student Teacher:	Ashley Nagel
Date:	2015-11-22
Student Teacher's Email Address:	aenagel1@umary.edu
Teaching Major:	Elementary Education
University Supervisor:	Bob Klemisch
University Supervisor's Email Address:	rcklemisch@umary.edu
Cooperating Teacher:	Neva Weninger
Cooperating School:	Shiloh Elementary School
Cooperating Teacher's Email Address:	weningern@shilohchristian.org
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.	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:	She is learning about the different assessments that can be used.
KNOWLEDGE: Employs effective classroom management strategies 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
Suggestions for improvement:	She seems to have a good rapport with her students. They appear to be comfortable in the environment she creates in the classroom.
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
Suggestions for improvement:	She has good reflections. She takes note on how the students react to various strategies.
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
Suggestions for improvement:	She doesn't have any problem with content. In an observed lesson, she tried to make writing a letter authentic by using an example from a website.
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
Suggestions for improvement:	She is quite comfortable using technology to help with instruction. The interactive whiteboard is used frequently, as well as using websites that enhance instruction of a lesson.
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

Suggestions for improvement:	Students are grouped by reading ability allowing some differentiated instruction. She also makes sure to monitor student work to check for accuracy and assist if needed. She has a good feel for students needing the most assistance.
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:	She relates well to her students. In one observation, she modeled good manners for them.
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:	Her lessons appear to be well planned and executed.
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
Suggestions for improvement:	She seems to have a good positive working relationship with her cooperating teacher.
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
Suggestions for improvement:	She is open to feedback and suggestions.

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 is engaged in her elementary student teaching experience with second grade students at Shiloh Elementary in Bismarck, ND. She seems to have a good relationship with her students. It is a talkative group, but she is able to redirect them and maintain effective classroom management. She doesn't hesitate to use technology in her lessons, frequently using the interactive whiteboard. She uses a gentle tone of voice when instructing her students. She seems to have a good handle on the curriculum for students at this level. Her student teaching experience is off to a good start.