

University Supervisor Student Teacher Eval Form

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| Student Teacher: | Matt Larson |
| Date: | 2016-03-10 |
| Student Teacher's Email Address: | mqlarson1@umary.edu |
| Teaching Major: | Social Studies/History Education |
| University Supervisor: | Bob Klemisch |
| University Supervisor's Email Address: | rcklemisch@umary.edu |
| Cooperating Teacher: | Brett Eckert |
| Cooperating School: | Light of Christ Middle School |
| Cooperating Teacher's Email Address: | beckert@lightofchristschools.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 |
| Suggestions for improvement: | He used traditional quizzes and tests, but also had students complete other activities that were assessed as well. In one observation, students had to write a poem using guidelines provided by the teacher. |
| 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 |
| Suggestions for improvement: | Classroom management was something Matt had to work on throughout his experience. He was very creative with getting students engaged in activities, however sometimes the students would get off task and not use their time productively. Since he was more attuned to classroom management as time went on, he was more effective with classroom management. |
| 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 |

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| 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: | He used a variety of teaching strategies during his student teaching experience. He was more proficient as time went on gauging the effectiveness of his lessons. |
| 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: | He definitely has the enthusiasm for teaching in this content area. This enthusiasm comes out while teaching and is noticed by his students. At times he would challenge his students with critical thinking questions. |
| 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: | Matt has some good background knowledge in social studies. He is also very creative with his use of technology. Technology usage was a strength. |
| KNOWLEDGE: Understands individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards. | Proficient |

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| 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: | He got better at adapting to individual student needs as he got more comfortable teaching. He was aware which students struggled due to effort or ability and tried to find ways to reach them. |
| 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: | Matt is very out going. This helped him to relate to his students and teaching colleagues. |
| 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: | He seemed well prepared for his lessons. He got better as time went on making lessons that both engaged students and kept them on topic. |
| 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: | He appeared to have a good working relationship with his cooperating teacher and other staff at Light of Christ Middle School. |
| KNOWLEDGE: Understands the importance of evaluating his/her practice and adapting practice to meet the needs of each learner. | Proficient |

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| 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: | He recognized the importance of evaluating his teaching practices. |
| 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): | Matt is completing his social studies student teaching experience at Light of Christ Middle School in Bismarck, ND. He grew a lot during his experience. He is certainly determined to make his classes engaging for his students. While he was very creative doing this, he struggled at times keeping his students on task during activities. This got better as he became more proficient at classroom management. Technology was used prominently in his teaching. Students seemed to relate well to this. His enthusiasm was evident during his teaching. He also was very genuine in his desire to motivate his students and get them to be successful in his class. |