

Cooperating Teacher Student Teacher Eval Form

Student Teacher:	Emily Steffl
Date:	2017-03-27
Teaching Major:	Elementary Education
Student Teacher's Email Address:	easteffl1@umary.edu
Cooperating Teacher:	Deb Wanner
Cooperating School:	Saint Anne Grade School
Cooperating Teacher's Email Address:	dwanner@lightofchristschools.org
University Supervisor's Email Address:	dwanner@lightofchristschools.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.	Partially Proficient
DISPOSITION: Committed to using learner assessments to ensure learner growth.	Proficient
Suggestions for improvement:	Emily has some very active and motivating ideas to engage students. She struggles to come up with different approaches when one does not work. This is an area that comes with more experience. She is always open to ideas and very willing to try.
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 does a nice job bringing everyone into the lesson and keeping them engaged as well as making each one responsible for their work.
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:	Emily shows a lot of confidence in her teaching. When situations in a lesson come up that she doesn't feel went the way she hoped it would she is asking for different approaches and ideas to improve it. She is very open to change.
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 uses a number of strategies to both motivate and engage students. Her calming ways of letting students know what she wants from them encourages them to do what is expected and carry out their jobs.
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:	This was not a real challenge with this group of second graders, because of their similar learning behaviors.
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:	This is one area that Emily does well. Giving students the respect and encouragement needed to do their best and in return expects the same from 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.	Partially Proficient
Suggestions for improvement:	Emily is very clear with what is expected. Very pleasant with her comments. Something that comes with experience is having other ways to explain something when you know what you just tried didn't work.
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:	Emily brings some very creative ideas to the lessons she prepares. Challenging and yet engaging for the students.
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
Suggestions for improvement:	She is always looking for ways to improve the lessons being taught as well as her approach in teaching it. Knowing that asking for help is a great quality to becoming a successful teacher.
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):	Emily is such a pleasure to have in class and very responsible. She shows a lot of confidence in her teaching as well as enthusiasms in teaching.