

**Final Student Teaching Evaluation, Elementary Education**

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| Teacher Candidate: | | | | Robin Siegel | | | | | | | Date: | 3/26/2015 | |
| Site Teacher Educator(s): | | | | Terry Larsen | | | | | | | | | |
| School: | Stansbury | | | | | | | District: | | Granite | | | |
| Content Area: | | Elementary | | | | Grade(s): | K | | # Lessons Observed: | | | | 1 |
| University Supervisor: | | | John Funk | | | | | | | | | | |
| This form was filled out by: | | | | | Ernie Broderick | | | | | | | | |

Please rate each are below using the following descriptions and 5 point rating scale:

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| 1-2 – Unsatisfactory: | Teacher Candidate lacks basic knowledge and an ability to meet performance standards. |
| 3 – Practicing: | Teacher Candidate possesses developing competencies in his/her knowledge and ability to meet performance standards. |
| 4 – Effective: | Teacher Candidate displays a general understanding of linkages between knowledge and content and executes sound lessons on a consistent basis. |
| 5 – Highly Effective: | Teacher Candidate exhibits exemplary performance, beyond that of a novice teacher. |
| Distinguished: | An evaluation level intended for *inservice* teachers. |

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| **SECTION 1: LEARNER DEVELOPMENT** | | |
| **4** | 1. | The Teacher Candidate creates developmentally appropriate and challenging learning experiences based on individual students’ strengths, interests, and needs. |
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| **5** | 2. | The Teacher Candidate collaborates with families, colleagues, and other professionals to promote student growth and development. |
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| **SECTION 2: LEARNING DIFFERENCES** | | |
| **4** | 3. | The Teacher Candidate understands individual learner differences and holds high |
|  |  | expectations of students. |
| **4** | 4. | The Teacher Candidate designs, adapts, and delivers instruction to address students’ diverse learning strengths and needs. |
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| **4** | 5. | The Teacher Candidate allows students different ways to demonstrate learning sensitive to their multiple experiences and diversity. |
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| **5** | 6. | The Teacher Candidate creates a learning culture that encourages individual learners to persevere and advance. |
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| **4** | 7. | The Teacher Candidate incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency. |
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| **SECTION 3: LEARNING ENVIRONMENTS** | | |
| **4** | 8. | The Teacher Candidate develops learning experiences that engage and support students as self-directed learners, who internalize classroom routines, expectations, and procedures. |
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| **5** | 9. | The Teacher Candidate collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. |
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| **5** | 10. | The Teacher Candidate uses a variety of classroom management strategies to effectively maintain a positive learning environment (e.g., proximity, cuing, desists, routines). |
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| **4** | 11. | The Teacher Candidate equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention. |
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| **4** | 12. | The Teacher Candidate extends the learning environment using technology, media, and local and global resources. |
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| **4** | 13. | The Teacher Candidate encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts. |
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| **SECTION 4: CONTENT KNOWLEDGE** | | |
| **4** | 14. | The Teacher Candidate knows the content of discipline and conveys accurate information and concepts. |
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| **5** | 15. | The Teacher Candidate demonstrates an awareness of the Utah Common Core/Core curriculum and references it in short and long term planning. |
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| **4** | 16. | The Teacher Candidate engages students in applying methods of inquiry and standards of evidence of the discipline. |
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| **4** | 17. | The Teacher Candidate uses multiple representations and explanations of concepts that capture key ideas. |
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| **4** | 18. | The Teacher Candidate supports students in learning and using academic language accurately and meaningfully. |
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| **SECTION 5: ASSESSMENT** | | |
| **4** | 19. | The Teacher Candidate designs, and/or selects pre-assessments, formative, and summative assessments in variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills. |
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| **4** | 20. | The Teacher Candidate engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work. |
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| **3** | 21. | The Teacher Candidate adjusts assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals. |
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| **4** | 22. | The Teacher Candidate uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction. |
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| **4** | 23. | The Teacher Candidate documents student progress, and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways. |
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| **4** | 24. | The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems. |
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| **SECTION 6: INSTRUCTIONAL PLANNING** | | |
| **5** | 25. | The Teacher Candidate plans instruction based on the approved state curriculum. |
| **5** | 26. | The Teacher Candidate individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards, relevant to learners, based on principles of effective instruction. |
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| **4** | 27. | The Teacher Candidate differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning. |
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| **4** | 28. | The Teacher Candidate creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work. |
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| **4** | 29. | The Teacher Candidate integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. |
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| **SECTION 7: INSTRUCTIONAL STRATEGIES** | | |
| **4** | 30. | The Teacher Candidate understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies. |
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| **4** | 31. | The Teacher Candidate uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual and group learners. |
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| **4** | 32. | The Teacher Candidate analyzes student errors and misconceptions in order to redirect, focus, and deepen learning. |
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| **4** | 33. | The Teacher Candidate uses a variety of instructional strategies to support and expand learners’ communication skills. |
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| **4** | 34. | The Teacher Candidate provides multiple opportunities for students to develop higher order and meta-cognitive skills. |
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| **4** | 35. | The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems. |
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| **4** | 36. | The Teacher Candidate supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness. |
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| **4** | 37. | The Teacher Candidate uses a variety of questioning strategies to promote engagement and learning. |
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| **SECTION 8: REFLECTION AND CONTINUOUS GROWTH** | | |
| **4** | 38. | The Teacher Candidate independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice. |
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| **5** | 39. | The Teacher Candidate actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving. |
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| **4** | 40. | The Teacher Candidate recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences. |
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| **5** | 41. | The Teacher Candidate actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection. |
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|  | 42. | The Teacher Candidate develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities. |
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| **SECTION 9: LEADERSHIP AND COLLABORATION** | | |
| **5** | 43. | The Teacher Candidate prepares for and participates actively as a team member in decision-making process and building a shared culture that affects the school and larger educational community. |
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| **5** | 44. | The Teacher Candidate participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student’s learning and giving and receiving feedback. |
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| **5** | 45. | The Teacher Candidate advocates for the learners, the school, the community, and the profession. |
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| **4** | 46. | The Teacher Candidate works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners. |
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| **5** | 47. | The Teacher Candidate engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice. |
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| **SECTION 10: PROFESSIONAL AND ETHICAL BEHAVIOR** | | |
| **5** | 48. | The Teacher Candidate is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, and supervisory directives. |
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| **5** | 49. | The Teacher Candidate is responsible for compliance with all requirements of State Board of Education Rules R277-530 at all levels of teacher development. |
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Comments:

**Robin is a very talented young teacher. She has energyy and enthusiasm. She is very concerned about each one of her students and tried to connect with each one individually. She had a very good rapport with parents and the other teachers. Robin has been a wonderful asset on our staff. If she did not already have a job, we would definitely like to interview her for any open position we may have on the staff.**

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| **Signatures** | | **Date** |
| Teacher Candidate | By typing your name, you, a Teacher Candidate, are signing this document electronically and confirming that you understand the content of this form.  **Robin Lynn Siegel**  Please fill in your email address below. The email you supply will be used to verify that you have signed this document.  **robinlynnsiegel@gmail.com** | **3/27/2015** |
| Site Teacher Educator/Supervisor Signature | By typing your name, you, a Site Teacher and/or Supervisor, are signing this document electronically and confirming that you understand the content of thisform.  **Ernest D. Broderick**  Please fill in your email address below. The email you supply will be used to verify that you have signed this document.  **edbroderick@graniteschools.org** | **3/27/2015** |

***To pass student teaching, Teacher Candidates must receive 3 or higher on all evaluation categories***