

## University Supervisor Student Teacher Eval Form

<b>Student Teacher:</b>	Jordan Hahn
<b>Date:</b>	2015-09-24
<b>Student Teacher's Email Address:</b>	jmhahn1@umary.edu
<b>Teaching Major:</b>	Special Education
<b>University Supervisor:</b>	Bob Klemisch
<b>University Supervisor's Email Address:</b>	rcklemisch@umary.edu
<b>Cooperating Teacher:</b>	Sarah Bohrer
<b>Cooperating School:</b>	Century High School
<b>Cooperating Teacher's Email Address:</b>	Sarah_Bohrer@bismarckschools.org
<b>Evaluation:</b>	Midterm 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>	Jordan is becoming familiar with a variety of assessments used by Bismarck Public Schools.
<b>KNOWLEDGE:</b> Employs effective classroom management strategies 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>	When presenting lessons, Jordan projects a warm and caring learning environment. During one observation, she used collaborative learning with her students.
<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>	Her reflections show that she understands how important it is to develop a trusting relationship with each child. She also notes what triggers a positive or negative response from each student
<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>	Content knowledge is not a concern.
<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>	Observations show that she will try different teaching strategies with her students.
<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>	She is aware of the different needs of her students and is working with her cooperating teacher on ways to reach a student showing limited interest in academics.
<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>	Observations show that she has developed a good rapport with her students. Communication doesn't seem to be a problem.
<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>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>	Appears to have a good working relationship with her cooperating teacher and fellow colleagues.
<b>KNOWLEDGE:</b> Understands the importance of evaluating his/her practice and adapting practice to meet the needs of each learner.	Proficient
<b>PERFORMANCE:</b> Seeks opportunities to evaluate his/her practice and adapts practice to meet the needs of each learner.	Proficient
<b>DISPOSITION:</b> Recognizes the importance of evaluating his/her practice and adapts practice to meet the needs of each learner.	Proficient

**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):**

Jordan is off to a good start with her special education student teaching experience at Century High School. She has already developed a trusting relationship with her students which is crucial for special education. She is also aware of the need to recognize individual differences in each student. Observations indicate that her lessons so far have been effective. Student behavior management has been good. Keep up the good work!