

# Urban Institute for Teacher Education

College of Education, University of Utah

# Final Student Teaching Evaluation, Spring 2013

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Program:	
Early Childhood Education	Elementary Education Secondary Education Special Education
Candidate Information:	
Teacher Candidate	Amanda Fawcett
Site Teacher Educator(s)	Julie Parkin
School	East High
District	Salt Lake City School District
Grade Level	9, 10, and 12
Content Area	Language Arts
Number of Lessons Observed	50+
University Supervisor	Brooke Barriger
This form was filled out by	Julie Parkin
Date form was completed	Marh 29, 2013
	e following descriptions and 5 point rating scale:
	idate lacks basic knowledge and an ability to meet performance standards.
3 – Practicing: Teacher Candidate pastandards.	ossesses developing competencies in his/her knowledge and ability to meet performanc
4 - Effective: Teacher Candidate dis	splays a general understanding of linkages between knowledge and content and execute

- 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.

N/A: Not applicable at this time.

## SECTION 1: LEARNER DEVELOPMENT

	1	2	3	4	5	D
The Teacher Candidate creates developmentally appropriate and challenging learning experiences based on individual students' strengths, interests, and needs.						
The Teacher Candidate collaborates with families, colleagues, and other professionals to promote student growth and development.						

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SECTION 2: LEARNING DIFFERENCES	1	2	3	4	5	D
The Teacher Candidate understands individual learner differences and holds high expectations of students.						
The Teacher Candidate designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.			Ö			
The Teacher Candidate allows students different ways to demonstrate learning sensitive to their multiple experiences and diversity.						
The Teacher Candidate creates a learning culture that encourages individual learners to persevere and advance.						
The Teacher Candidate incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.				•		

### Comments:

Amanda uses a variety of mediums in her instruction, to keep the class interesting, but also to reach different kinds of learners. The diff. mediums also provide reiteration of materieal for students.

Characters remaining: 599

## SECTION 3: LEARNING ENVIRONMENTS

The Teacher Candidate develops learning experiences that engage and support students as self-directed learners, who internalize classroom routines, expectations, and procedures.

The Teacher Candidate collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

The Teacher Candidate uses a variety of classroom management strategies to effectively maintain a positive learning environment.

The Teacher Candidate equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.

The Teacher Candidate extends the learning environment using technology, media, and local and global resources.

The Teacher Candidate encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

Characters remaining: 602						
SECTION 4: CONTENT KNOWLEDGE						
	1	2	3	4	5	D
The Teacher Candidate knows the content of discipline and conveys accurate information and concepts.						
The Teacher Candidate demonstrates an awareness of the Utah Common Core/Core curriculum and references it in short and long term planning.						0
The Teacher Candidate engages students in applying methods of inquiry and standards of evidence of the discipline.						
The Teacher Candidate uses multiple representations and explanations of concepts that capture key ideas.						
The Teacher Candidate supports students in learning and using academic language accurately and meaningfully.						
Comments:						
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Amanda conducted daily class discussions re. both literary elements, as well as students' personal connections to text. She was often able to assess student understanding through these discussions.

Furthermore, she returned student work in a timely fashion, and provided students with comments and helpful hints to aid student learning and understanding.

When appropriate, she would alter an assignment for another class, or, if reviewing student work made it clear to her that student understanding was low, she provided more time and opportunity for the class to learn the concept until she was satisfied they got it, before she moved on.

Characters remaining: 153

## SECTION 6: INSTRUCTIONAL PLANNING

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The Teacher Candidate plans instruction based on the approved state curriculum.					
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.					
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.					
The Teacher Candidate creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.					
The Teacher Candidate integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.					

#### Comments:

Lesson planning is a strong point for Amanda. Her lessons were the	houghtfully prepared, and they covered a variety of skills
for students to practice.	

Characters remaining: 650

## SECTION 7: INSTRUCTIONAL STRATEGIES

	1	2	3	4	5	D
The Teacher Candidate understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.						
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.						
The Teacher Candidate analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.						
The Teacher Candidate uses a variety of instructional strategies to support and expand learners' communication skills.						
The Teacher Candidate provides multiple opportunities for students to develop higher order and meta-cognitive skills.						
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.						
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.						
The Teacher Candidate uses a variety of questioning strategies to promote engagement and learning.						

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Amanda worked with many students of varying levels of skill, as well as ELL students. While she had grade-level expectations for all of them, she did alter her instructional method sometimes by working one on one with kids who needed more help.

She always varied her instruction to include several different skills to learn, and methods of teaching. This variation kept students interested, and allowed different kinds of learners to understand becasue she used a broad variety of activities.

Characters remaining: 305

## SECTION 8: REFLECTION AND CONTINUOUS GROWTH

	1	2	3	4	5	D
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.						
The Teacher Candidate actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.						
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.						
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.						
The Teacher Candidate develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.						

#### Comments:

Amanda self-assessed continually, and worked to improve by changing her instruction, time-management, and assignments as needed. She is motivated to be an effective educator, and is not married to any one method or image of herself. She was always open to my feedback, and able to alter her teaching quickly if that's what I recommended.

She communicated with her students and their families as needed, and was quick to respond to questions or concerns of parents.

She worked not only with me, but with another teacher in the LA department, to get more exposure to teaching styles and lesson ideas.

Characters remaining: 198

## SECTION 9: LEADERSHIP AND COLLABORATION

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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.					
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.					
The Teacher Candidate advocates for the learners, the school, the community, and the profession.					
The Teacher Candidate works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.			O		
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.					

What student teacher could do all this? I have every reason to believe Amanda will have more op way once she's at a school longer than one term.	portunity 1	to enga	age in t	his »		•
I can tell you that she was not a silent observer at the department meetings she attended. She addiscussion as much as anybody.	lded her tl	nought	s to ou	r		
Characters remaining: 472		20020000000000000000000000000000000000				
SECTION 10: PROFESSIONAL AND ETHICAL BEHAVIOR	**		9-240	982	-	-
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The Teacher Candidate is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, and supervisory directives.						
The Teacher Candidate is responsible for compliance with all requirements of State Board of Education Rules R277-530 at all levels of teacher development.						
Comments:						
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Teacher Candidate Signature Date						
(please sign and date after printing)						
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Site Teacher Educator/Supervisor Signature (please sign and date after printing)						
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To pass field practicum and student teaching, Teacher Candidates must receive a 3 categories.	<u>or nigne</u>	<u>r on a</u>	<u>II eval</u>	uauon	_	
		armo de sous so				
You must print this evaluation and it must be signed by both the evaluator and Teac A signed copy must be submitted to the cohort leader.	her Cano	didate	•			
Print This Page						
I have printed this survey:						
Yes						