



Final Student Teaching Evaluation, Spring 2013

Program:

- Early Childhood Education
 Elementary Education
 Secondary Education
 Special Education

Candidate Information:

Teacher Candidate	<input type="text" value="Amanda Fawcett"/>
Site Teacher Educator(s)	<input type="text" value="Julie Parkin"/>
School	<input type="text" value="East High School"/>
District	<input type="text" value="Salt Lake School District"/>
Grade Level	<input type="text" value="9th-12th"/>
Content Area	<input type="text" value="English"/>
Number of Lessons Observed	<input type="text" value="4"/>
University Supervisor	<input type="text" value="Trevor Warburton"/>
This form was filled out by	<input type="text" value="Trevor Warburton"/>
Date form was completed	<input type="text" value="4/8/2013"/>

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

- 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.
- 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate collaborates with families, colleagues, and other professionals to promote student growth and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Amanda creates interesting and challenging lessons to meet her students needs. She collaborates with colleagues across the department and volunteers in the local community.

Characters remaining: 628

SECTION 2: LEARNING DIFFERENCES

	1	2	3	4	5	D
The Teacher Candidate understands individual learner differences and holds high expectations of students.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate allows students different ways to demonstrate learning sensitive to their multiple experiences and diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate creates a learning culture that encourages individual learners to persevere and advance.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Amanda gives her students multiple ways to show what they have learned and so accommodates learner differences.

Characters remaining: 688

SECTION 3: LEARNING ENVIRONMENTS

	1	2	3	4	5	D
The Teacher Candidate develops learning experiences that engage and support students as self-directed learners, who internalize classroom routines, expectations, and procedures.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate uses a variety of classroom management strategies to effectively maintain a positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate extends the learning environment using technology, media, and local and global resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Amanda does an excellent job of using technology and media to enhance her lessons. She also makes explicit and meaningful connections to the real-world contexts of her students.

Characters remaining: 622

SECTION 4: CONTENT KNOWLEDGE

	1	2	3	4	5	D
The Teacher Candidate knows the content of discipline and conveys accurate information and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate demonstrates an awareness of the Utah Common Core/Core curriculum and references it in short and long term planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate engages students in applying methods of inquiry and standards of evidence of the discipline.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate uses multiple representations and explanations of concepts that capture key ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate supports students in learning and using academic language accurately and meaningfully.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Amanda knows and applies her content area very well. She has a contagious enthusiasm for the subject and explains ideas in multiple ways.

Characters remaining: 663

SECTION 5: ASSESSMENT

	1	2	3	4	5	D
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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate documents student progress, and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Amanda makes relevant real world connections to the content and uses assessment to inform her instruction.

Characters remaining: 693

SECTION 6: INSTRUCTIONAL PLANNING

	1	2	3	4	5	D
The Teacher Candidate plans instruction based on the approved state curriculum.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Amanda adapts her lesson to her students needs and provides quality opportunities for creative work.

Characters remaining: 699

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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate uses a variety of instructional strategies to support and expand learners' communication skills.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate provides multiple opportunities for students to develop higher order and meta-cognitive skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Teacher Candidate supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

accuracy, and effectiveness.

The Teacher Candidate uses a variety of questioning strategies to promote engagement and learning.

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments:

Creative activities in Amanda's class engage higher order thinking skills. Technology and media are used to enhance this effort.

Characters remaining: 671

SECTION 8: REFLECTION AND CONTINUOUS GROWTH

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.

1	2	3	4	5	D
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<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Amanda is working to improve her teaching and seeks out support from colleagues, supervisors, and other sources.

Characters remaining: 687

SECTION 9: LEADERSHIP AND COLLABORATION

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

1	2	3	4	5	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

facilitate learning to meet diverse needs of learners.

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.



Comments:

Amanda was very involved with the entire department and went beyond the expectations of a student teacher to involve herself in department concerns.

Characters remaining: 651

SECTION 10: PROFESSIONAL AND ETHICAL BEHAVIOR

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.

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The Teacher Candidate is responsible for compliance with all requirements of State Board of Education Rules R277-530 at all levels of teacher development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Comments:

Amanda is professional and ethical.

Characters remaining: 764

Amanda Rawcett

Teacher Candidate Signature
(please sign and date after printing)

4/10/13

Date

Zoe Smith

Site Teacher Educator/Supervisor Signature
(please sign and date after printing)

4/18/13

Date

To pass field practicum and student teaching, Teacher Candidates must receive a 3 or higher on all evaluation categories.

You must print this evaluation and it must be signed by both the evaluator and Teacher Candidate. A signed copy must be submitted to the cohort leader.

Print This Page

I have printed this survey:

Yes