

THE UNIVERSITY OF MICHIGAN-FLINT

Student Teaching Final Evaluation

Student teacher Jessica Knowles Date 11.27.01
 Supervising Teacher Judy Iverson District/School Fenton-NORTH RD. EL.
 University Coordinator Alice Anastor Grade/Subject K-ALL DAY
 This evaluation completed by Judy Iverson

SCALE

Using the following scale, please respond to each competency in terms of what you have observed and write comments in spaces provided.

This student is:

4 – Excellent in this area, demonstrating competency which exceeds what would be typically expected of a student teacher.

3 – Satisfactory in this area, demonstrating competency which is usually expected of a student teacher.

2 – Marginal in this area, demonstrating less competency than is usually expected of a student teacher.

1 - The student has not demonstrated competency in this area within the classroom setting although opportunity has existed to do so.

N.A. - No opportunity for demonstration of this competency existed in this situation at this time.

PLANNING AND ORGANIZATION

	4	3	2	1	N/A	Comments
1. Uses written lesson plans in coordination with supervising teacher.	+					Jessica worked well with children in large and small group instruction and on an individual basis.
2. Uses appropriate sequences for learning concepts and skills.	+					
3. Plans for individual needs. Learning styles and abilities through activities such as differentiated assignments, tutorial, small and large group instruction.	+					
4. Adjusts physical environment to accommodate learning activities and organizes necessary materials.	+					
5. Provides for health and safety of students.	+					

INSTRUCTIONAL TECHNIQUES

	4	3	2	1	N/A	Comments
1. Provides activities which encourage thinking, problem-solving, decision-making.	+					Jessica enjoys working with young children.
2. Encourages students to express divergent points of view, originality, and creativity.	+					
3. Uses variety of materials, equipment and technology effectively.	+					
4. Communicates instructional objectives to students prior to providing instruction, modeling and practice.		+				
5. Uses variety of presentation techniques such as lecture, discussion, role-playing, modeling and higher-lower order questions.		+				
6. Gives clear directions and assignments.	+					
7. Summarizes and clarifies concepts.	+					
8. Provides guided and independent practice directly related to objectives.	+					
9. Uses feedback from students to monitor progress and improve the teaching-learning situation through activities such as questioning, observing, modeling and assessing.	+					
10. Appropriately evaluates students.	+					

MANAGEMENT AND MOTIVATION

	4	3	2	1	N/A	Comments
1. Uses appropriate management techniques to promote self-discipline, responsibility and respect for the rights and property of others.	+					Jessica does a nice job teaching responsibly.
2. Creates a positive atmosphere for learning and achievement.	+					
3. Sets expectations commensurate with student abilities.	+					
4. Generates enthusiasm, stimulates interest and establishes relevance of learning.	+					
5. Uses non-verbal communication effectively.		+				
6. Maximizes student time on task and provides effective pacing and transitions between activities.	+					
7. Is available to assist students.	+					
8. Works with students in a fair, consistent manner respecting ideas and differences irrespective of economic status, ethnicity and/or creed.	+					

PROFESSIONAL DEVELOPMENT

	4	3	2	1	N/A	Comments
1. Evaluates own performance continually, modifying performance accordingly.		+				Jessica plans to continue her education with graduate courses.
2. Accepts evaluation from others.	+					
3. Seeks to improve self, by attendance at inservice opportunities, etc.	+					
4. Adheres to school policies for dress and grooming.		+				
5. Demonstrates professional commitment by such activities as attendance at faculty meetings, extracurricular activities, and being punctual.		+				
6. Other (specify):						

ACADEMIC PREPARATION

	4	3	2	1	N/A	Comments
1. Demonstrates sufficient knowledge of own teaching subject fields.	+					Jessica appears well prepared academically
2. Demonstrates sufficient knowledge of learning theory, management techniques, and child development theories.	+					
3. Is able to relate knowledge to the classroom situation.	+					

INTERPERSONAL SKILLS

	4	3	2	1	N/A	Comments
1. Interacts effectively with students, demonstrating fairness, tact, and good judgment when working with students.	+					Jessica worked well with students, parents, and our staff.
2. Establishes a positive classroom environment conducive to teaching and learning.	+					
3. Works professionally with school personnel.	+					
4. Demonstrates appropriate written and verbal communication skills.	+					

SUMMARY STATEMENT OF TEACHING POTENTIAL:

Jessica Knowles enjoys working with young children. She makes learning relevant to the needs and interests of the children. She provides positive reinforcement, is easy-going and sensitive to their needs. Jessica relates well with students, parents, and staff members. She participated in our fall parent-teacher conferences, staff meetings, and inservice days. Jessica has met many of our parents and she appears comfortable with those who visit or work in the kindergarten classroom. She realizes the necessity of keeping parents informed on a weekly basis through a classroom newsletter. She is aware of the importance of professional development and lifelong learning. Jessica investigates, and makes available, teaching materials appropriate for young children.

I have enjoyed working with Jessica and wish her many successful years in the field of education. Her love for teaching and for young people will make her an asset to the teaching profession. I recommend her for an elementary teaching position.

Judy Iverson 11-27-01

THE UNIVERSITY OF MICHIGAN-FLINT
Student Teaching Final Evaluation

Student teacher Jessica Knowles Date 11-29-01

Supervising Teacher Trudy Iverson District/School Fenton - North Road Elem

University Coordinator Alice Anastor Grade/Subject K

This evaluation completed by Alice Anastor

Certification: Elementary Major: none Minors: math, Natural Science
 SCALE Early Childhood-ZA

Using the following scale, please respond to each competency in terms of what you have observed and write comments in spaces provided.

This student is:

4 - Excellent in this area, demonstrating competency which exceeds what would be typically expected of a student teacher.

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2 - Marginal in this area, demonstrating less competency than is usually expected of a student teacher.

1 - The student has not demonstrated competency in this area within the classroom setting although opportunity has existed to do so.

N.A. - No opportunity for demonstration of this competency existed in this situation at this time.

PLANNING AND ORGANIZATION

	4	3	2	1	N/A	Comments
1. Uses written lesson plans in coordination with supervising teacher.	✓					Jessica prepared well and was always ready with goals and material for each activity
2. Uses appropriate sequences for learning concepts and skills.		✓				
3. Plans for individual needs. Learning styles and abilities through activities such as differentiated assignments, tutorial, small and large group instruction.		✓				
4. Adjusts physical environment to accommodate learning activities and organizes necessary materials.	✓					
5. Provides for health and safety of students.		✓				

INSTRUCTIONAL TECHNIQUES

	4	3	2	1	N/A	Comments
1. Provides activities which encourage thinking, problem-solving, decision-making.		✓				Jessica was able to effectively implement her plan. She used whole-gr and small-gr and individual adaptations to effectively reach all children.
2. Encourages students to express divergent points of view, originality, and creativity.		✓				
3. Uses variety of materials, equipment and technology effectively.	✓					
4. Communicates instructional objectives to students prior to providing instruction, modeling and practice.		✓				
5. Uses variety of presentation techniques such as lecture, discussion, role-playing, modeling and higher-lower order questions.		✓				
6. Gives clear directions and assignments.	✓					
7. Summarizes and clarifies concepts.	✓					
8. Provides guided and independent practice directly related to objectives.	✓					
9. Uses feedback from students to monitor progress and improve the teaching-learning situation through activities such as questioning, observing, modeling and assessing.	✓					
10. Appropriately evaluates students.		✓				

MANAGEMENT AND MOTIVATION

	4	3	2	1	N/A	Comments
1. Uses appropriate management techniques to promote self-discipline, responsibility and respect for the rights and property of others.	✓					Jessica was able to handle her class well even with the high activity level. She gained many ideas to use in her own classroom.
2. Creates a positive atmosphere for learning and achievement.		✓				
3. Sets expectations commensurate with student abilities.	✓					
4. Generates enthusiasm, stimulates interest and establishes relevance of learning.		✓				
5. Uses non-verbal communication effectively.		✓				
6. Maximizes student time on task and provides effective pacing and transitions between activities.	✓					
7. Is available to assist students.	✓					
8. Works with students in a fair, consistent manner respecting ideas and differences irrespective of economic status, ethnicity and/or creed.	✓					

PROFESSIONAL DEVELOPMENT

	4	3	2	1	N/A	Comments
1. Evaluates own performance continually, modifying performance accordingly.	✓					Jessica thought a lot about her professional and gained many new insights about her goal to becoming a true professional.
2. Accepts evaluation from others.	✓					
3. Seeks to improve self, by attendance at inservice opportunities, etc.		✓				
4. Adheres to school policies for dress and grooming.		✓				
5. Demonstrates professional commitment by such activities as attendance at faculty meetings, extracurricular activities, and being punctual.		✓				
6. Other (specify):						

ACADEMIC PREPARATION

	4	3	2	1	N/A	Comments
1. Demonstrates sufficient knowledge of own teaching subject fields.	✓					<i>Jessica understood young children and how they learned.</i>
2. Demonstrates sufficient knowledge of learning theory, management techniques, and child development theories.		✓				
3. Is able to relate knowledge to the classroom situation.	✓					

INTERPERSONAL SKILLS

	4	3	2	1	N/A	Comments
1. Interacts effectively with students, demonstrating fairness, tact, and good judgment when working with students.	✓					<i>Jessica worked well with both children and adults and gained more confidence in her teaching ability.</i>
2. Establishes a positive classroom environment conducive to teaching and learning.		✓				
3. Works professionally with school personnel.		✓				
4. Demonstrates appropriate written and verbal communication skills.		✓				

SUMMARY STATEMENT OF TEACHING POTENTIAL:

Jessica will become a fine teacher. She interacts well with children and understands their developmental needs. She is attentive to each individual and nurtured her kindergarten in improving their skills. She could adapt well to any level class. She plans appropriate lessons and is careful to follow through until each child succeeds. She has set high goals for herself and her students' learning, and has been able to successfully reach most of them. Her energy is high and her friendliness great. Even in a highly active classroom, she has learned technique for keeping students focused for learning. Her nice manner carries through to parents and other peers as she grows to become a true professional.

Alice Anastor