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Evaluation Results

Requirement : 1st Placement: Midterm Evaluation - 1st placement (Midterm Evaluation Summary Submitted by Supervisor at Midterm)

AUTHOR: Kristen Nortillo

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DRF TEMPLATE: Student Teaching Evaluations 2017-18

PROGRAM: IUB: Spring 2020 Midterm and Final Evaluations

EVALUATION METHOD : Using Rubric

FINAL SCORE
Meets Requirement

💬 GENERAL COMMENTS:

Kristen is organized, prepared, and engaging. She is very confident in her instruction and very talented in building engaging and creative lessons for her students. Her content knowledge is strong and she has built a positive learning environment. She manages behavior and engagement through effective instructional delivery. Kristen will be a highly effective social studies teacher.

Detailed Results

(Rubric used : Midterm and Final Evaluation Rubric TS Draft)

KNOWLEDGE DEMONSTRATES CONTENT KNOWLEDGE- CENTRAL CONCEPTS, TOOLS OF INQUIRY, STRUCTURE -- STATE STANDARDS, INTERACTIVE TECHNOLOGIES AND INSTRUCTIONAL TOOLS

1. UNSATISFACTORY
1

2. EMERGING 2

3. PROFICIENT 3

4. ADVANCED 4

Insufficient content

Basic

Sufficient

Extensive, enriched

knowledge. Instruction is aligned minimally with state standards. There is no use of interactive technologies or instructional tools. Inaccurate, out-of-context or outdated information is presented.

understanding of academic content as well as state standards. Lesson plans reflect the intent to tie instruction to standards. Some use of interactive technologies and instructional tools.

knowledge of content. Instruction aligned with state standards. Encourages diverse perspectives and engages students in critical thinking and/or problem-solving through use of interactive technologies and instructional tools.

content knowledge. Instruction is aligned creatively with state standards. Encourages diverse perspectives and engages students in critical thinking, creativity and collaborative problem-solving through integrated use of interactive technologies and instructional tools.

CRITERION SCORE :

4.00

COMMENTS ON THIS CRITERION:

"State Content Standard(s):

GHW.10.2 Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation"

Highly creative lesson that engages students in critical thinking and creativity through rewriting and creating a new national anthem.

KNOWLEDGE DEMONSTRATES AN UNDERSTANDING AND APPROPRIATE USE OF A VARIETY OF INFORMAL AND FORMAL ASSESSMENTS TO SUPPORT STUDENT LEARNING AND TO MONITOR STUDENTS' PROGRESS.

1. UNSATISFACTORY 1

Assessments minimally matched to instructional objectives and

2. EMERGING 2

Assessments somewhat matched to instructional objectives and

3. PROFICIENT 3

Assessments matched to instructional objectives.

4. ADVANCED 4

Extensive use of multiple and appropriate types of assessment

include little variety in assessment strategies used. Little or no feedback is provided to support student learning and to monitor students' progress.

include some variety of assessment strategies. Some feedback is provided to support student learning and to monitor students' progress.

Balanced use of informal and formal assessments. Constructive and timely feedback is utilized to support student learning and to monitor students' progress.

strategies. Constructive feedback and dialogue are ongoing and timely to maximize student learning and to monitor students' progress.

CRITERION SCORE :

3.00

COMMENTS ON THIS CRITERION:

Bell ringer/intro ticket used to monitor prior learning

Performance Task(s):

Students will be working in small groups and "rewriting" national anthems

Other Evidence:

Group discussions/collaborative conversations

Song presentations

KNOWLEDGE DEVELOPS LESSON PLANS THAT REFLECT KNOWLEDGE OF STUDENTS AND SUPPORT FOR THEM AS THEY DEVELOP CONCEPTUAL UNDERSTANDING, FLUENT PROCEDURAL SKILLS AND/OR PROBLEM-SOLVING SKILLS.

1. UNSATISFACTORY 1

Lesson plans are superficial, incomplete, or inappropriate. They minimally address one or more of the following: content, standards, assessment strategies,

2. EMERGING 2

Lesson plans demonstrate adequate coverage of content, standards, assessment strategies, and knowledge of students. Plans include limited

3. PROFICIENT 3

Lesson plans are well organized, comprehensive and engaging. Include appropriate coverage of content, standards, and assessment strategies. Include

4. ADVANCED 4

Lesson plans are detailed, comprehensive, and creatively incorporate content, standards, assessment strategies. Include opportunities for

knowledge of or support for students.

support or practice for students to develop understanding and apply learning.

opportunities for students to practice and/or build understanding. Reflect knowledge of most students and address needs and abilities of individual learners.

student to practice, build understanding and link to past learning/experiences. Reflect knowledge of all students' abilities and needs and consistently address individual learners' needs and abilities.

CRITERION SCORE :

3.00

COMMENTS ON THIS CRITERION:

Students used prior knowledge from previous lesson of reviewing the national anthems to apply the rewriting and creating of a new national anthem or pledge.

Kristen is consistently monitoring the room and addressing students' needs.

LEARNING ENVIRONMENT PLANS AND DEMONSTRATES POSITIVE CLASSROOM MANAGEMENT STRATEGIES

**1. UNSATISFACTORY
1**

Limited expectations are established. Monitoring of student behavior is minimal. Candidate response to misbehavior and/or acknowledgement of expected

2. EMERGING 2

Expectations are established for most situations. Candidate generally aware of student behavior. Attempts are made to respond to misbehavior and/or acknowledgement

3. PROFICIENT 3

Expectations are clear to all students. Candidate is consistently alert to student behavior. Candidate acknowledges expected behavior

4. ADVANCED 4

High expectations are clear to all students. Expectations appear to have been developed with student input. Candidate monitoring is subtle, and

behavior is lacking or inconsistent.

of expected behavior, but with inconsistent results.

in an appropriate and successful manner.

students respectfully monitor one another. Candidate consistently acknowledges expected behavior.

CRITERION SCORE :

4.00

COMMENTS ON THIS CRITERION:

Kristin promotes a very positive learning environment and shows outstanding leadership. She is very aware of behavior and engagement. She positively interacts with all students and provides specific and immediate corrections or acknowledgement for following classroom expectations.

LEARNING ENVIRONMENT DEVELOPS A POSITIVE LEARNING ENVIRONMENT TO ENGAGE STUDENTS THROUGH APPROPRIATE PLANNING AND USE OF TIME, RESOURCES, INTERACTIVE TECHNOLOGIES AND INSTRUCTIONAL TOOLS.

1. UNSATISFACTORY 1

Students are minimally engaged. There is lack of preparation and organization of resources, instructional tools, and technologies.

2. EMERGING 2

Students are somewhat engaged. Adequate planning is evident through appropriate preparation and organization. There is appropriate use of time, resources, technologies, and instructional tools.

3. PROFICIENT 3

Students are actively engaged. Instructional tools and interactive technologies are utilized effectively. The learning environment is prepared and organized to complement instruction. Instructional time is utilized efficiently.

4. ADVANCED 4

Students are actively engaged. Instructional tools and interactive technologies are utilized creatively. Learning environment is integrated fully to achieve instructional goals through extensive and flexible planning. Instructional time

is utilized to its fullest extent, bell-to-bell.

CRITERION SCORE :

4.00

COMMENTS ON THIS CRITERION:

Learning Activities:

Nationalism recap bell ringer – definition, “intro ticket” on Nearpod (5-7 minutes)

Students review national anthems viewed the previous day (5 minutes)

Present re-write national anthems instructions (5 minutes)

Students work in small groups to re-write national anthems (rest of class to work & present)

Kristen was able to cover all needed instruction and activities even with a modified two-hour delay schedule.

LEARNING ENVIRONMENT FOSTERS COLLABORATIVE AND STUDENT-DIRECTED LEARNING WITH AND AMONG STUDENTS.

1. UNSATISFACTORY 1

Instructional environment dominated mostly by candidate presentations. Little use of collaborative learning activities. Students primarily work individually.

2. EMERGING 2

Instructional environment includes some collaborative learning and some candidate led presentations. A general effort is made to engage with students or to have students engage with each other.

3. PROFICIENT 3

Instructional environment involves mostly collaborative learning activities. Students are engaged collectively to demonstrate the deepening of conceptual understanding, reasoning and problem-solving skills.

4. ADVANCED 4

Instructional environment reflects shared learning responsibilities between candidate and students. Students demonstrate their understanding, reasoning and problem-solving skills and begin to identify ways to deepen their understanding individually and

collaboratively.

CRITERION SCORE :

4.00

LEARNING ENVIRONMENT PROMOTES POSITIVE SOCIAL INTERACTIONS AND RESPECT FOR DIVERSE OPINIONS WITH AND AMONG STUDENTS.

**1. UNSATISFACTORY
1**

Students demonstrate negative behaviors towards peers. Candidates implement little to no strategies to promote social interactions. Diverse opinions relating to learning taking place are not welcomed.

2. EMERGING 2

Students demonstrate ability to work together at times. Candidates implement some strategies to promote social interactions. Diverse opinions are welcomed sometimes.

3. PROFICIENT 3

Students consistently work together well. Candidates implement strategies to encourage positive social interactions and appreciation of diverse opinions. Students feel safe taking risks.

4. ADVANCED 4

Students accept and encourage one another to take ownership in accomplishing instructional objectives. Students initiate positive social interactions and openly encourage and nurture diverse opinions.

CRITERION SCORE :

3.00

COMMENTS ON THIS CRITERION:

Students have a choice to work with a partner or individually. Students initiated positive social interactions and worked well with each other.

PERSONALIZED LEARNING INSTRUCTIONAL ACTIVITIES ARE DIFFERENTIATED TO ADDRESS INDIVIDUAL STUDENTS' STRENGTHS, INTERESTS AND ASSETS.

1. UNSATISFACTORY 1

Instructional activities are not differentiated to address individual students' strengths, interests and assets. One lesson is taught to all students regardless of student variation and/or candidate focuses only on one or two teaching strategies.

2. EMERGING 2

Instructional activities include some differentiation around students' strengths, interests and assets. Instructional activities reflect some effort to use different strategies to make learning relevant.

3. PROFICIENT 3

Instructional activities include differentiation around most students' strengths, interests and assets. Instructional activities reflect effort to use multiple strategies and/or modalities to make learning relevant to all learners.

4. ADVANCED 4

Instructional activities clearly are differentiated and address all learners' strengths, interests and assets. Instructional activities creatively/effectively integrate multiple strategies and/or modalities to make learning relevant to all learners.

CRITERION SCORE :

3.00

COMMENTS ON THIS CRITERION:

Several engagement opportunities and student-centered instructional strategies were implemented to actively engage all students (discussion and sharing, cooperative learning, writing, critical thinking skills)

PERSONALIZED LEARNING A VARIETY OF INSTRUCTIONAL STRATEGIES AND ACTIVITIES ARE USED TO MEET THE VARIED LEARNING NEEDS OF STUDENTS.

1. UNSATISFACTORY 1

Instructional strategies and/or activities are not differentiated based

2. EMERGING 2

Instructional strategies and/or activities are differentiated to

3. PROFICIENT 3

Instructional strategies and/or activities are differentiated

4. ADVANCED 4

Candidates align learning activities to all students' learning needs.

upon the students' varied learning needs. There is little to no attention to learning preferences/styles. Awareness of student learning variation is not evident.

some degree based on varied learning needs. Strategies/activities reflect attempt to address general learning styles and/or preferences. Limited awareness of student learning variation is evident.

based on varied learning needs. Candidates make effort to align various activities to learning needs of most students.

Students complete activities based on readiness and instructional needs.

CRITERION SCORE :

4.00

PERSONALIZED LEARNING INSTRUCTIONAL ACTIVITIES INCLUDE A VARIETY OF STRATEGIES TO ENGAGE STUDENTS IN CONCEPTUAL UNDERSTANDING, REASONING, AND COLLABORATIVE PROBLEM SOLVING.

1. UNSATISFACTORY 1

Instructional activities include little to no student engagement in building conceptual understanding, reasoning and collaborative problem solving.

2. EMERGING 2

Instructional activities include some efforts to build conceptual understanding, reasoning, and problem solving. General student engagement is evident.

3. PROFICIENT 3

Instructional activities reflect student engagement in conceptual understanding, reasoning and collaborative problem solving. Two to three activities are planned to deepen and extend students' learning.

4. ADVANCED 4

Variety of instructional activities demonstrates that students are challenged and actively engaged. There is evidence of students challenging each other's learning and/or engaging in higher order reasoning/ problem solving.

CRITERION SCORE :

3.00

COMMENTS ON THIS CRITERION:

Lesson activity challenged and engaged students to reflect their understanding of nationalism.

PERSONALIZED LEARNING DEMONSTRATES THE USE OF QUESTIONING TECHNIQUES AND INFORMAL ASSESSMENTS TO PROMOTE STUDENTS' CONCEPTUAL UNDERSTANDING.

**1. UNSATISFACTORY
1**

Instructional activities reflect little to no questioning for student understanding and no use of informal assessment strategies.

2. EMERGING 2

Instructional activities reflect some use of questioning and informal assessments to monitor and promote students' understanding.

3. PROFICIENT 3

Instructional activities include regular use of various questioning techniques and informal assessments to foster students' understanding.

4. ADVANCED 4

Instructional activities include active questioning, dialogue and building on students' responses to deepen conceptual understanding.

CRITERION SCORE :

4.00

COMMENTS ON THIS CRITERION:

Kristen was engaged in dialogue with her students and her active questioning guided them to deeper critical thinking while rewriting the national anthem.

COMMUNITY ACQUIRES AN UNDERSTANDING OF THE COMMUNITY AND STUDENTS' LIVES OUTSIDE OF THE SCHOOL ENVIRONMENT AND CLASSROOM

**1. UNSATISFACTORY
1**

2. EMERGING 2

3. PROFICIENT 3

4. ADVANCED 4

Demonstrated little effort or interest to reach out to the school community. Unresponsive to duties outside of the classroom.

Shows some initiative in understanding the community. Shows some degree of responsiveness to the community.

Demonstrates an understanding of the community and available community resources. Responds effectively to the community.

Takes initiative and makes connections with community. Utilizes available resources. Is responsive and looks for opportunities to connect the community to learning.

CRITERION SCORE :

4.00

COMMUNITY COLLABORATES WITH COLLEAGUES TO PROMOTE STUDENT GROWTH AND DEVELOPMENT.

**1. UNSATISFACTORY
1**

Seldom interacts with colleagues. No participation in professional development or extracurricular activities.

2. EMERGING 2

Shows some initiative in working with colleagues. Attends, when asked, professional development or extracurricular activities.

3. PROFICIENT 3

Interacts regularly with colleagues. Collaborates in several ways to strengthen instruction. Regularly attends additional faculty opportunities and extracurricular activities.

4. ADVANCED 4

Takes the initiative to collaborate with colleagues. Seeks ways to strengthen instruction focused on student growth. Regularly attends and actively participates in additional faculty opportunities and extracurricular activities.

CRITERION SCORE :

3.00

COMMUNITY COLLABORATES AND COMMUNICATES WITH PARENTS EFFECTIVELY.

**1. UNSATISFACTORY
1**

Shows lack of interest or knowledge in existing means to collaborate and communicate with parents.

2. EMERGING 2

Shows some interest or knowledge in existing means to collaborate and communicate with parents.

3. PROFICIENT 3

Demonstrates interest and knowledge in existing means to collaborate and communicate with parents. Utilizes available means routinely, as appropriate.

4. ADVANCED 4

Utilizes creative ways to collaborate and communicate with parents to provide information about class activities, to encourage their involvement in the students' learning and to report all students' performance.

CRITERION SCORE :

3.00

COMMUNITY TREATS STUDENTS AND COLLEAGUES WITH KINDNESS, FAIRNESS, PATIENCE, DIGNITY AND RESPECT

**1. UNSATISFACTORY
1**

Treats students and colleagues with indifference. Shows little to no respect for the experiences of supervisors.

2. EMERGING 2

Treats students and colleagues with some level of kindness and fairness. Shows some respect for

3. PROFICIENT 3

Builds positive relationships with all students and colleagues. Shows consistent respect for the experiences

4. ADVANCED 4

Service-minded professional. Consistently works to meet the varying needs of students and colleagues.

the experiences of supervisors.

of supervisors.

Enables others to reach their potential through actions that honor strengths and are constructive regarding areas for improvement.

CRITERION SCORE :

4.00

REFLECTION REFLECTS UPON UNDERSTANDING OF CULTURAL, ETHNIC, GENDER AND LEARNING DIFFERENCES AND ONE'S OWN BIASES.

1. UNSATISFACTORY 1

Demonstrates little or no understanding of cultural, ethnic, and gender differences. Written or verbal reflection generally is nominal. Demonstrates little to no awareness of personal bias. .

2. EMERGING 2

Demonstrates some understanding of cultural, ethnic and gender differences. Written or verbal evidence of reflection is at a descriptive level. Limited references to own biases.

3. PROFICIENT 3

Demonstrates an understanding of and appreciation for cultural, ethnic and gender differences. Both written and verbal reflections exhibit an understanding of students' differences. General references to own biases.

4. ADVANCED 4

Demonstrates a rich understanding of and appreciation for cultural, ethnic and gender differences. Both written and verbal reflections exhibit a deepening understanding of students' differences. Actively engaged in accessing resources to strengthening understanding and challenging personal biases.

CRITERION SCORE :

3.00

REFLECTION EMPLOYS USE OF STUDENT EVIDENCE AND ANALYTICAL SKILLS TO ADAPT PLANNING, INSTRUCTION, AND ASSESSMENT.

**1. UNSATISFACTORY
1**

No use/analysis of assessment results to adapt planning and instruction. Tends to repeat same form of instruction and activities.

2. EMERGING 2

At times makes changes to instruction based on student evidence and analysis of previous instruction occurs at times.

3. PROFICIENT 3

Consistently makes changes to planning and instruction based on analysis of assessment results.

4. ADVANCED 4

Analysis of assessment results is an integrated, systematic element of all planning, instruction, and assessment. Modifications to plans and activities provide targeted support to individual students.

CRITERION SCORE :

3.00

REFLECTION IDENTIFIES WAYS TO IMPROVE AS AN INDIVIDUAL, A PART OF THE SCHOOL COMMUNITY AND AS A PART OF THE TEACHING PROFESSION

**1. UNSATISFACTORY
1**

Provides limited evidence of efforts

2. EMERGING 2

Attends and reflects about

3. PROFICIENT 3

Applies information learned from

4. ADVANCED 4

Internalizes and shares knowledge

to improve as a teacher. Is not responsive to any collegial advice.

faculty meetings and professional development activities in the school and corporation. Is responsive to collegial advice when provided

faculty meetings and professional development activities in the school and corporation. Seeks advice from colleagues about self-improvement

from faculty meetings and professional development activities. Actively seeks opportunities from colleagues and the professional community to improve as a professional.

CRITERION SCORE :

3.00

GROWTH ACTS PROFESSIONALLY AND APPROPRIATELY.

1. UNSATISFACTORY 1

Communication is poor. Lack of trust. Personal life consistently undermines professional responsibilities.

2. EMERGING 2

Minimal communication meets basic collaborative needs for management of the class. Personal situations, while excused, have a negative impact on professional responsibilities.

3. PROFICIENT 3

Effective professional communications makes for efficient, collaborative management of classroom responsibilities. Demonstrates a reasonable balance between personal life and professional responsibilities.

4. ADVANCED 4

Communicates professionally, honestly and openly, building trust with others. Displays well a seamless balance between personal and professional boundaries.

CRITERION SCORE :

4.00

GROWTH ACCEPTS CONSTRUCTIVE CRITICISM AND SUGGESTIONS AND INCORPORATES THEM INTO SUBSEQUENT BEHAVIOR AND INSTRUCTION.

**1. UNSATISFACTORY
1**

Is not receptive to constructive criticism and suggestions. Responds defensively to suggestions.

2. EMERGING 2

Accepts constructive criticism and, at times, incorporates some suggestions into subsequent behavior and/or instruction.

3. PROFICIENT 3

Accepts constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction.

4. ADVANCED 4

Actively seeks out constructive criticism and suggestions. Consistently incorporates them into subsequent behavior and/or instruction.

CRITERION SCORE :

4.00

GROWTH ACCEPTS ALL PROFESSIONAL RESPONSIBILITIES COMMUNICATED BY SUPERVISING TEACHER, SCHOOL AND CORPORATION FOR INSTRUCTIONAL AND NON-INSTRUCTIONAL DUTIES.

**1. UNSATISFACTORY
1**

Seldom completes professional responsibilities communicated. Makes excuses when responsibilities not met.

2. EMERGING 2

Accepts most professional responsibilities communicated, and generally completes them satisfactorily.

3. PROFICIENT 3

Accepts all professional responsibilities communicated, and consistently completes them satisfactorily.

4. ADVANCED 4

Demonstrates initiative and seeks additional responsibilities. Completes well all professional responsibilities communicated.

CRITERION SCORE :

4.00

GROWTH ENGAGES IN ONGOING PROFESSIONAL LEARNING TO REFLECT UPON OWN PRACTICE AND ADAPT TO MEET INDIVIDUAL STUDENTS' NEEDS.**1. UNSATISFACTORY
1**

Does not seek or attend professional development opportunities (i.e., professional journals, workshops, webinars, etc.). Includes little reference to research in reflections on practice. Demonstrates minimal interest and understanding in current issues.

2. EMERGING 2

Attends some professional opportunities, (i.e., school board and faculty meetings, professional journals when suggested). Provides limited reference to current research in reflections on practice. Is somewhat conversant in current issues within the school community.

3. PROFICIENT 3

Routinely attends professional meetings in the school community and reads professional journals. Provides general reference to current research in reflections on practice and adapts to meet students' needs. Seems well versed in current issues. .

4. ADVANCED 4

As a matter of practice seeks out and integrates current research in efforts to improve own practice and adapt to meet students' needs. Actively participates in discussions with colleagues. Routinely attends and actively participates in professional meetings in the school community. Is well versed in current issues. Regularly reads professional journals

CRITERION SCORE :

3.00

GROWTH DEMONSTRATES INITIATIVE AND CONFIDENCE IN MAKING THE MOST OF EDUCATIONAL EXPERIENCES

**1. UNSATISFACTORY
1**

Struggles with confidence limits candidate. Cannot complete tasks without significant guidance from mentors.

2. EMERGING 2

Confidence varies. Requires some amount of guidance.

3. PROFICIENT 3

Displays confidence in meeting responsibilities and takes initiative to seek out guidance as needed.

4. ADVANCED 4

Reflects a confident, mature understanding of personal self and identity as a professional. Able to complete all work independently.

CRITERION SCORE :

4.00