Evaluation Results

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Student Teaching Evaluations 2017-18

IUB: Spring 2020 Midterm and Final Evaluations

Using Rubric

Kristen is a superstar! She is very prepared, organized, and confident in her teaching. Her students benefit from her strong content knowledge and her excitement for teaching. She builds creative lessons that engage her students in a high level of critical thinking. She is highly professional and projects enthusiasm and leadership. Kristen will be a highly effective Social Studies teacher.
It's been a pleasure to support you through your student teaching experience. I wish you the best of luck in your future endeavors.

Detailed Results

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 Inaccurate, out-of-context or outdated information is presented.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.

4.00

"State Content Standard(s):
USH.6.1 Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)"

A wide variety of instructional tools were used to meet the lesson objective- videos, discussion, cartoons, powerpoint with statements and "why" questions, and note taking.

Assessments minimally matched to instructional objectives and	Assessments somewhat matched to instructional objectives and	Assessments matched to instructional objectives.	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.

3.00

Performance Task(s):
Cold War political cartoon analysis packet

Other Evidence:
Group discussions
"Didn't Start the Fire" lyrics term sheet compared to terms known at beginning of at the unit

Lesson plans are superficial, incomplete, or inappropriate. They minimally address one or more of the following: content, standards, assessment strategies, knowledge of or support for	Lesson plans demonstrate adequate coverage of content, standards, assessment strategies, and knowledge of students. Plans include limited support or practice for students to	Lesson plans are well organized, comprehensive and engaging. Include appropriate coverage of content, standards, and assessment strategies. Include opportunities for students to	Lesson plans are detailed, comprehensive, and creatively incorporate content, standards, assessment strategies. Include opportunities for student to practice, build

students.	develop understanding and apply learning.	practice and/or build understanding. Reflect knowledge of most students and address needs and abilities of individual learners.	understanding and link to past learning/ experiences. Reflect knowledge of all students' abilities and needs and consistently address individual learners' needs and abilities.

4.00

Kristen prepared a "History in Reverse" activity to engage students in prior knowledge and to build on their understanding of the unit. Students were given the opportunity to take notes from the powerpoint presentation.
Her lesson plans are always detailed, materials readied, fluent presentation, clear directions, and anchor activities.

Limited expectations are established. Monitoring of student behavior is minimal. Candidate response to misbehavior and/or acknowledgement of expected behavior is lacking or inconsistent.	Expectations are established for most situations. Candidate generally aware of student behavior. Attempts are made to respond to misbehavior and/or acknowledgement of expected behavior, but with	Expectations are clear to all students. Candidate is consistently alert to student behavior. Candidate acknowledges expected behavior in an appropriate and successful	High expectations are clear to all students. Expectations appear to have been developed with student input. Candidate monitoring is subtle, and students respectfully

inconsistent results.	manner.	monitor one another. Candidate consistently acknowledges expected behavior.	

4.00

Kristen manages behavior through effective instructional delivery.

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

3.00

Students are actively engaged in analyzing the political cartoons and searching for terms in the lyric worksheet. During teacher directed instruction, some students are not taking notes or participating in the discussion. How can you make sure all students are engaged during teacher directed instruction?
As we discuss, consider more engagement opportunities through turn and talk, movement, and holding students accountable for taking notes.

Instructional environment dominated mostly by candidate presentations. Little use of collaborative learning activities. Students primarily work individually.	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.	Instructional environment involves mostly collaborative learning activities. Students are engaged collectively to demonstrate the deepening of conceptual understanding, reasoning and problem-solving skills.	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.

4.00

Students are able to collaborate to analyze political cartoons and discuss the "whys" of the

powerpoint statements. Students were able to evaluate their understanding of terms presented in this unit by identifying them from the lyrics of "We Didn't Start the Fire".

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.

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

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

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.

3.00

Students worked well together during collaborative activities. The same students seem very comfortable in class discussion. What strategies can you implement to encourage positive interactions from all students? As we discussed in a previous lesson, keep track of students that are taking risk in discussion. Create a system to ensure that all students are given the opportunity to interact throughout the week.

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

4.00

Kristin integrated visuals through cartoons and videos, song lyrics, powerpoint for class discussion, and note taking to accommodate students' strengths and interests.

| Instructional strategies and/or activities are not differentiated based upon the students' varied learning needs. There is little to no attention to | Instructional strategies and/or activities are differentiated to some degree based on varied learning needs. Strategies/activities reflect attempt to | Instructional strategies and/or activities are differentiated based on varied learning needs. Candidates make effort to align various activities to | Candidates align learning activities to all students' learning needs. Students complete activities based on readiness and instructional needs. |

learning preferences/styles. Awareness of student learning variation is not evident.	address general learning styles and/or preferences. Limited awareness of student learning variation is evident.	learning needs of most students.	

3.00

Kristen implemented student-centered instructional strategies through cooperative learning and critical thinking skills.

Instructional activities include little to no student engagement in building conceptual understanding, reasoning and collaborative problem solving.	Instructional activities include some efforts to build conceptual understanding, reasoning, and problem solving. General student engagement is evident.	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.	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.

4.00

Kristen's powerpoint presentation offered students multiple higher order reasoning opportunities to make connections between specific Cold War events and figures and their contributions to containment and U.S. political attitudes at the time.

Instructional activities reflect little to no questioning for student understanding and no use of informal assessment strategies.	Instructional activities reflect some use of questioning and informal assessments to monitor and promote students' understanding.	Instructional activities include regular use of various questioning techniques and informal assessments to foster students' understanding.	Instructional activities include active questioning, dialogue and building on students' responses to deepen conceptual understanding.

4.00

Kristen presented many questions throughout her lesson that promoted dialogue to deepen student learning.

Demonstrated little effort or interest to	Shows some initiative in	Demonstrates an understanding of	Takes initiative and makes connections

reach out to the school community. Unresponsive to duties outside of the classroom.	understanding the community. Shows some degree of responsiveness to the community.	the community and available community resources. Responds effectively to the community.	with community. Utilizes available resources. Is responsive and looks for opportunities to connect the community to learning.

4.00

Seldom interacts with colleagues. No participation in professional development or extracurricular activities.	Shows some initiative in working with colleagues. Attends, when asked, professional development or extracurricular activities.	Interacts regularly with colleagues. Collaborates in several ways to strengthen instruction. Regularly attends additional faculty opportunities and extracurricular activities.	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.

4.00

Shows lack of interest or knowledge in existing means to collaborate and communicate with parents.	Shows some interest or knowledge in existing means to collaborate and communicate with parents.	Demonstrates interest and knowledge in existing means to collaborate and communicate with parents. Utilizes available means routinely, as appropriate.	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.

3.00

Treats students and colleagues with indifference. Shows little to no respect for the experiences of supervisors.	Treats students and colleagues with some level of kindness and fairness. Shows some respect for the experiences of supervisors.	Builds positive relationships with all students and colleagues. Shows consistent respect for the experiences of supervisors.	Service-minded professional. Consistently works to meet the varying needs of students and colleagues. Enables others to reach their potential through actions that honor strengths and are

constructive regarding areas for improvement.

4.00

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

4.00

| No use/analysis of assessment results to adapt planning and instruction. Tends to repeat same form of instruction and activities. | At times makes changes to instruction based on student evidence and analysis of previous instruction occurs at times. | Consistently makes changes to planning and instruction based on analysis of assessment results. | 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. |

3.00

| Provides limited evidence of efforts to improve as a teacher. Is not responsive to any collegial advice. | Attends and reflects about faculty meetings and professional development activities in the school and corporation. Is responsive to collegial advice when provided | Applies information learned from faculty meetings and professional development activities in the school and corporation. Seeks advice from colleagues about self-improvement | Internalizes and shares knowledge from faculty meetings and professional development activities. Actively seeks opportunities from colleagues and the professional |

community to improve as a professional.

4.00

Communication is poor. Lack of trust. Personal life consistently undermines professional responsibilities.	Minimal communication meets basic collaborative needs for management of the class. Personal situations, while excused, have a negative impact on professional responsibilities.	Effective professional communications makes for efficient, collaborative management of classroom responsibilities. Demonstrates a reasonable balance between personal life and professional responsibilities.	Communicates professionally, honestly and openly, building trust with others. Displays well a seamless balance between personal and professional boundaries.

4.00

Is not receptive to constructive criticism and suggestions. Responds defensively to suggestions.	Accepts constructive criticism and, at times, incorporates some suggestions into subsequent behavior and/or instruction.	Accepts constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction.	Actively seeks out constructive criticism and suggestions. Consistently incorporates them into subsequent behavior and/or instruction.

4.00

Seldom completes professional responsibilities communicated. Makes excuses when responsibilities not met.	Accepts most professional responsibilities communicated, and generally completes them satisfactorily.	Accepts all professional responsibilities communicated, and consistently completes them satisfactorily.	Demonstrates initiative and seeks additional responsibilities. Completes well all professional responsibilities communicated.

4.00

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.	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.	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. .	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

4.00

Struggles with confidence limits candidate. Cannot complete tasks without significant	Confidence varies. Requires some amount of guidance.	Displays confidence in meeting responsibilities and takes initiative to seek out guidance	Reflects a confident, mature understanding of personal self and identity as a

guidance from mentors.	as needed.	professional. Able to complete all work independently.
4.00		