

Final Evaluation for Tveten, Rebecca (12751250)

Please fill out the following questions about school location.

School District	<input type="text" value="Rochester Public Schools"/>
School Building	<input type="text" value="Riverside Elementary"/>
City	<input type="text" value="Rochester"/>
State	<input type="text" value="MN"/>

Number of Weeks Supervised:

Did this student complete a second placement under your supervision?

- Yes
- No

Grade Level (Select all that apply):

- Early Childhood/ Elementary
- Elementary
- Middle School
- High School

Subject (Select all that apply):

- Art
- Biology
- Business
- Chemistry
- Communication Arts and Literature
- Early Childhood
- Earth Science
- Elementary

- Foreign Language
- Health
- Math
- Music Instrumental
- Music Vocal
- Physical Education
- Physics
- Social Studies/ History
- Special Education- Development Disabilities
- Special Education- Learning Disabilities
- TESOL/ELL

Standard 1- Subject Matter The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Not Observed Needs Improvement Developing Meets Requirement Exceeds Expectations

Criteria/Benchmark/Performance Indicators:

- Demonstrates knowledge of content and pedagogy
- Uses multiple representations to capture key ideas
- Creates interdisciplinary learning experience
- Engages students in generating knowledge
- Makes topics relevant to students' lives
- Demonstrates enthusiasm for discipline
- Is committed to continuous learning
- Engages in professional discourse about subject

Standard 2- Student Learning The Candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

Not Observed Needs Improvement Developing Meets Expectations Exceeds Expectations

Standard 2 Criteria/Benchmark/Performance Indicators:

- Addresses physical, social, emotional, moral & cognitive development in instruction
- Demonstrates respect for diverse talents of all learners
- Connects students' prior learning to new ideas and experiences
- Provides opportunities for active engagement
- Encourages students to assume responsibility for learning
- Listens thoughtfully and responds appropriately
- Uses strengths as a basis for growth & error as an opportunity for learning

- Assesses student learning and designs instruction accordingly
- Uses developmentally appropriate instructional strategies for group and individual needs
- Encourages discussion
- Elicits samples of student thinking orally and in writing

Standard 3- Diverse Learners The Candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Not Observed Needs Improvement Developing Meets Expectations Exceeds Expectations

Standard 3 Criteria/Benchmark/Performance Indicators:

- Identifies differences in learning and performance styles
- Designs instruction to meet individual needs
- Brings multiple perspectives to the content
- Uses strategies to support ELL students' learning
- Persists in helping all children achieve success
- Utilizes teaching materials that reflect a diverse society
- Knows about areas of exceptionality in learning
- Demonstrates knowledge of student interests and heritage
- Understands family, community and cultural diversity
- Collaborates with resource teachers
- Recognizes and deals with prejudices and discrimination
- Respects students as individuals and helps them learn to value each other
- Accommodates student learning differences

Standard 4- Instructional Strategies The Candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problems solving and performance skills.

Not Observed Needs Improvement Developing Meets Expectations Exceeds Expectations

Standard 4 Criteria/Benchmark/Performance Indicators:

- Understands and can implement MN graduation standards
- Uses multiple teaching and learning strategies to engage students
- Monitors & adjusts strategies in response to learner feedback
- Varies instructional process to address learning goals
- Uses a wide variety of materials, resources and media technology
- Nurtures the development of critical thinking and independent problem-solving skills
- Demonstrates flexibility & reciprocity in teaching
- Develops a variety of clear, accurate presentations and representations of concepts
- Communicates learning goals and instructional procedures clearly to students

Standard 5- Learning Environment The Candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Not Observed Needs Improvement Developing Meets Expectations Exceeds Expectations

Standard 5 Criteria/Benchmark/Performance Indicators:

- Draws from a variety of disciplines to develop strategies for organizing and supporting individual and group work
- Helps students work productively and cooperatively
- Creates an environment of openness, mutual respect, support, inquiry and learning
- Expresses and uses democratic values in the classroom
- Uses different motivational strategies to support continual learning for each student
- Maximizes the amount of class time spent in learning
- Develops expectations for student interactions and responsibilities
- Makes decisions and adjustments to enhance social relationships, student motivation and student engagement
- Organizes and monitors independent and group work to allow all to participate
- Ensures a physically and emotionally safe environment that promotes effective learning, including the use of technology
- Responds to student misbehavior in a way that reduces the recurrence of similar behavior

Standard 6- Communication The Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Not Observed Needs Improvement Developing Meets Expectations Exceeds Expectations

Standard 6 Criteria/Benchmark/Performance Indicators:

- Communicates in ways that demonstrate sensitivity to cultural and gender differences
- Uses effective verbal, nonverbal, and media communication
- Uses thoughtful and responsive listening
- Fosters culturally sensitive communication
- Models effective communication strategies
- Supports and expands student expression in speaking, writing, and other media
- Uses professional language in all oral and written communication
- Uses a variety of questioning and discussion techniques that stimulate thinking & discussion
- Uses a variety of effective media communications to enrich learning

Standard 7- Planning Instruction The Candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

Not Observed Needs Improvement Developing Meets Expectations Exceeds Expectations

Standard 7 Criteria/Benchmark/Performance Indicators:

- Plans instruction to meet curriculum goals
- Plans instruction using contextual considerations that bridge curriculum and student experiences
- Values planning as a collegial activity
- Designs lessons and activities that operate at multiple levels to meet the development needs of diverse students
- Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners and based on principles of effective instruction
- Responds to unanticipated sources of input and systematically adjusts plans to enhance learning
- Aligns goals, instruction & evaluation in short and long term planning

Standard 8- Assessment The Candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Not Observed Needs Improvement Developing Meets Expectations Exceeds Expectations

Standard 8 Criteria/Benchmark/Performance Indicators:

- Knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes
- Recognizes that many different assessment strategies are necessary for monitoring and supporting student learning
- Appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios, tests, performance tasks, projects, self-assessments, peer assessment, standardized tests)
- Uses assessments to enhance knowledge of students, identify strengths, evaluate progress and modify teaching
- Knows how to assess performance toward achievement of the MN graduation standards
- Involves students in self-assessment activities and setting learning goals
- Monitors teaching in relation to student success and modifies instructional approaches accordingly
- Assesses and reflects on individual and group effects of class activities
- Establishes and maintains accurate and complete records of student work and performance
- Communicates student progress based on appropriate indicators
- Provides continuous, timely feedback to students in order to assist learning progress

Standard 9- Reflection and Professional Development The Candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Not Observed Needs Improvement Developing Meets Expectations Exceeds Expectations

Standard 9 Criteria/Benchmark/Performance Indicators:

- Demonstrates a willingness to give and receive help and is open to collegial coaching
- Demonstrates a commitment to reflection, self-assessment and on-going learning
- Understands the influences of the teacher's behavior on student growth and learning
- Knows major areas of educational research and resources available for professional development
- Uses classroom observation, student information and research to refine teaching learning
- Reflects on revises practice based on student outcomes
- Seeks out professional literature and other resources for on-going professional development
- Draws on colleagues as supports for reflection, problem-solving and new ideas
- Understands and models the Minnesota Standards of Professional Conduct

Standard 10- Partnerships The Candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Not Observed Needs Improvement Developing Meets Expectations Exceeds Expectations

Standard 10 Criteria/Benchmark/Performance Indicators:

- Understands schools as organizations within a larger community context.
- Understands how factors outside of school influence student learning
- Understands & implements laws related to student rights and teacher responsibilities
- Respects the privacy of students and confidentiality of information
- Collaborates with other professionals to enhance the overall learning environment for students
- Collaborates in activities to make the entire school a productive learning environment
- Develops respectful, cooperative partnerships with families, colleagues and community to foster student learning and well-being
- Identifies and uses community resources to support learning

- Understands mandatory reporting laws and rules
- Takes initiative to practice professional responsibility and integrity
- Understands and adheres to school policy and professional ethics
- Speaks with and listens to individual students sensitively and responsively

Comments:

Becca has worked diligently throughout this experience to learn and grow. She has been a willing recipient of feedback from her cooperating teacher and myself, and responds quickly to suggestions. She remained focused on the goal of improving instruction for her students through continual reflection and research into best practices. Her skills as a student teacher are advanced, and I am certain she will experience success in any classroom. It has been a pleasure to work with her these last 10 weeks.

Your Name:

Sarah Carlson

Your Email Address:

sacarlson@rochester.k12.mn.us

Your Title:

- Cooperating Teacher
- University Supervisor

