

Westminster Preservice Teacher Evaluation Form

Teacher Candidate: Will Eggington

Student Teaching

Date | Time: 11/13/19

Grade | Subject:

School | Mentor: Quail Hollow/ Heinz

Completer: Amber Pulley Moyer

Signature: <https://www.isurveysoft.com//Export/ViewImage/f20615fb-f085-46f3-b077-d91257829cf1>

Performance Indicators: 0 – No Evidence 1 – Beginning 2 – Developing 3 – Preservice Standard (NA – Not Applicable)

Please see Utah Institutions of Higher Education Preservice Teacher Evaluation Rubric for description of each indicator

Rating	Standard 1: Learner Development The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.	
3- Meets Preservice Standard (Inservice Emerging)	The teacher: <i>Creates learning experiences that demonstrate an understanding of the developmental levels of learners (i.e., cognitive, linguistic, sociocultural, emotional, and physical)</i> <i>Collaborates with colleagues and other professionals to promote student growth and development</i>	Comments and Suggestions: Good use of technology to correct homework with iPad, very explicit reading over key terms in questions
3- Meets Preservice Standard (Inservice Emerging)		
Rating	Standard 2: Learning Differences The teacher understands individual learner differences and cultural and linguistic diversity.	
3- Meets Preservice Standard (Inservice Emerging)	The teacher: <i>Applies understanding of learner diversity to encourage all learners to reach their full potential</i> <i>Designs, adapts, and delivers instruction to address students' diverse learning strengths and needs</i> <i>Allows multiple ways to demonstrate learning</i>	Comments and Suggestions: Learner differences are recognized with data collection and small group instruction is enforced with each concept thus making sure all learners understand. Optimal instruction using writing on board, and sufficient pace make it an equitable classroom.
3- Meets Preservice Standard (Inservice Emerging)		
Rating	Standard 3: Learning Environments The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.	
3- Meets Preservice Standard (Inservice Emerging)	The teacher: <i>Uses a variety of classroom management strategies to proactively gain and maintain student attention, facilitate smooth transitions, and to support a positive and respectful learning environment</i> <i>Consistently identifies potentially disruptive situations and intervenes in an appropriate and timely manner to maintain a positive learning environment</i> <i>Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in collaborative learning contexts</i>	Comments and Suggestions: Learning environment supports making mistakes to grow. Excellent recap with homework highlighting student work who marked problems wrong and then wrote the correct answer and reason for mistake. Environment is positive and collaborative
3- Meets Preservice Standard (Inservice Emerging)		
Rating	Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline.	

3- Meets Preservice Standard (Inservice Emerging)	<p>The teacher: <i>Understands and conveys accurate content and process knowledge of the discipline</i> <i>Connects content to Utah State Core Standards, personal schemas, and real world contexts</i> <i>Supports students in learning and using academic language accurately and meaningfully</i> <i>Uses multiple representations of concepts that capture key ideas and makes content comprehensible</i> <i>Engages students in methods of inquiry and standards of evidence used in a specific discipline</i></p>	Comments and Suggestions:
Rating	<p>Standard 5: Assessment The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.</p>	
3- Meets Preservice Standard (Inservice Emerging) 3- Meets Preservice Standard (Inservice Emerging) 3- Meets Preservice Standard (Inservice Emerging)	<p>The teacher: <i>Uses multiple methods of formal and informal assessments to guide planning and adapt instruction</i> <i>Designs or selects appropriate assessments in a variety of formats to determine whether learning objectives described in state standards have been met</i> <i>Provides ways for learners to monitor and reflect upon their own progress</i> <i>Identifies the elements of quality work and provides timely feedback</i> <i>Documents student progress and provides descriptive feedback to students and other stakeholders</i> <i>Adjusts assessment methods and makes appropriate accommodations for students with special learning needs</i></p>	Comments and Suggestions
Rating	<p>Standard 6: Instructional Planning The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.</p>	
3- Meets Preservice Standard (Inservice Emerging) 3- Meets Preservice Standard (Inservice Emerging)	<p>The teacher: <i>Prepares workable, meaningful and developmentally appropriate written lesson plans aligned to state standards</i> <i>Applies learners' sociocultural backgrounds in the design of instruction to encourage all learners to reach their full potential</i> <i>Adapts pre-determined plans, materials, and time frames to create learning experiences that are relevant to learners and based on effective instruction</i> <i>Differentiates, as needed, to meet individual learner needs</i> <i>Plans authentic learning experiences for students to use thinking skills and create original work</i> <i>Plans varied group configurations that support objectives and provide opportunities for learners to develop communication skills</i></p>	<p>Comments and Suggestions Best practices are evident with proper facilitating of math instruction — almost an equal amount of student/ teacher talk! So good to not just lecture but engagement is constant with students providing questions and answers. Pacing around as support. Pacing provides steady transitions with group, pyramid partner and independent work.</p>
Rating	<p>Standard 7: Instructional Strategies The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.</p>	
3- Meets Preservice Standard	<p>The teacher: <i>Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of students' diverse cognitive levels and learning styles (i.e, differentiation)</i></p>	<p>Comments and Suggestions Deep understanding of content area with students. They feel comfortable</p>

<p>(Inservice Emerging) 3- Meets Preservice Standard (Inservice Emerging) 3- Meets Preservice Standard (Inservice Emerging) 3- Meets Preservice Standard (Inservice Emerging) 3- Meets Preservice Standard (Inservice Emerging) 3- Meets Preservice Standard (Inservice Emerging)</p>	<p><i>Provides multiple opportunities for students to develop higher order and metacognitive skills (e. g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, questioning, self-monitoring). Supports and expands learners' communication skills</i> <i>Uses a variety of effective technology and resources to support learning</i> <i>Develops learners' abilities to find and use information to solve real world problems</i> <i>Uses a variety of questioning strategies to promote engagement and learning</i></p>	<p>asking for help and talking in class to complete math problems</p>
<p>Rating</p>	<p>Standard 8: Reflection and Continuous Growth The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</p>	
<p>3- Meets Preservice Standard (Inservice Emerging)</p>	<p>The teacher: <i>Participates in a meaningful lesson reflection with supervisor</i> <i>Accepts suggestions and constructive criticism to adapt and improve practice over time</i> <i>Identifies own background and experiences that have an impact on teaching and learning relationships</i></p>	<p>Comments and Suggestions</p>
<p>Rating</p>	<p>Standard 9: Leadership and Collaboration The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</p>	
<p>3- Meets Preservice Standard (Inservice Emerging) 3- Meets Preservice Standard (Inservice Emerging)</p>	<p>The teacher: <i>Collaborates to develop cordial professional and family relationships to fulfill required duties and promote student learning</i></p>	<p>Comments and Suggestions Collaborative with students, teacher, team, parents and administration. Collects data, responds to data, informs with data!</p>
<p>Rating</p>	<p>Standard 10: Professional and Ethical Behavior The teacher demonstrates the highest standard of legal, moral, and ethical conduct in compliance with federal and state rules and laws.</p>	
<p>Yes Yes</p>	<p>The teacher: <i>Demonstrates professionalism including: professional appearance, punctuality, attendance, flexibility, compliance with federal and state rules and laws</i></p>	<p>Comments and Suggestions</p>

Goals:

Stay confident! You are ready for your own class!

General Comments:

Will is more than ready to have his own class! He is always well prepared and instructs with positivity. His style incorporates best practices. Impressive how he doesn't lecture, yet, facilitates conversation of problem solving. The class continually has a high level of engagement because of creative ways to utilize technology, song, dance, chants, pair/ share and create critical thinking opportunities. Data collection is always used to drive lessons and small group instruction.