

University of Delaware Student Teacher Evaluation

Instructional and Professional Competencies of Reflective Practitioners Serving Diverse Communities of Learners

Student Teacher: **Sangrey, Kara Nichole**

Semester: **13F**

Evaluator: **Duggan, Dawn**

Evaluation Date: **10/13/2013**

UD Supervisor: **Goettel, Vicki**

Cooperating Teacher: **Duggan, Dawn**

School: **Avon Grove Intermediate School**

District: **Avon Grove**

Length of Placement: (Weeks) **8**

Teaching Field/Grade: **3**

CLASS PROFILE:

This is a third grade class comprised of 24 students, 13 boys and 11 girls. 5 students receive ESL services, and 4 students have IEPs for the following: an Autistic student who receives OT, PT, S/L, and Social Skills; an Emotionally Disturbed student who receives Learning Support for Reading, Writing and Math, as well as Social Skills (This student's IEP is currently being finalized, so he/she is presently included in the General Education classroom.); a student with a SLD who receives Learning Support for Reading and Math; a student who receives S/L for an articulation impairment. 2 other students are currently being cognitively evaluated. There are no Academically Talented students. This class represents a wide range of socio-economic statuses and ethnic backgrounds.

UNIVERSITY OF DELAWARE SCORING SCALE	
Unacceptable	1. Does not meet the criterion expectations 2. Is beginning to meet the criterion expectations
Acceptable	3. Meets the criterion expectations
Target	4. Is highly effective in meeting the criterion expectations 5. Excels in meeting the criterion expectations

Domain A: As a Scholar, Problem Solver, and Partner, Organizes Content Knowledge for Student Learning Based on State Standards

A1: Becomes familiar with relevant aspects of students' background knowledge and experiences

A2:	Identifies clear learning goals that are appropriate for the students	4
A3:	Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	5
A4:	Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson	4
A5:	Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson	4

SUMMARY STATEMENT:

Ms. Sangrey has done an excellent job getting to know each student on an individual basis, including background, exceptionalities, and observable learning behaviors. These have been considered when designing coherent instruction that is aligned not only to the Common Core Standards for Pennsylvania, but also to district curricular expectations. Her instructional methods, learning activities, and materials have been designed around student needs and learning targets.

Domain B: As a Scholar, Problem Solver, and Partner, Creates an Environment for Student Learning that Serves Diverse Classroom Communities

B1:	Creates a climate that promotes fairness	4
B2:	Establishes and maintains rapport with students	5
B3:	Communicates challenging learning expectations to each student	4
B4:	Establishes and maintains consistent standards of classroom behavior	5
B5:	Makes the physical environment as safe and conducive to learning as possible	4

SUMMARY STATEMENT:

Ms. Sangrey's rapport with the students is one that communicates mutual respect and high expectations for academic rigor. Her standards of classroom behavior allowed for maximum learning to occur. Students knew what was expected of them in multiple situations, and this led to an environment of fairness to all and safety for risk-taking participation.

Domain C: As a Scholar, Problem Solver, and Partner, Teaches to Accommodate Diverse Student Learning

C1:	Makes learning goals and instructional procedures clear to students	4
C2:	Makes content comprehensible to students	4
C3:	Encourages students to extend their thinking	4
C4:	Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation demands	5
C5:	Uses instructional time effectively	4

SUMMARY STATEMENT:

Ms. Sangrey faced the many challenges of teaching a highly diverse group of students. She was clear and methodical in her academic expectations and instructional delivery. She demonstrated exceptional flexibility by adjusting pacing and revisiting the topic of a lesson based on student need

demonstrated through multiple points of feedback. Monitoring student understanding and flexing accordingly is definitely a strength for Ms. Sangrey.

Domain D: As a Scholar, Problem Solver, and Partner, Demonstrates Reflective Practice and Teacher Professionalism

D1:	Reflects on the extent to which the learning goals were met	4
D2:	Demonstrates a sense of efficacy	4
D3:	Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	4
D4:	Communicates with parents/guardians regarding student learning	3

SUMMARY STATEMENT:

Ms. Sangrey's close monitoring of student learning allowed for her to accurately reflect on how extensively the students as a whole and on an individual basis met the learning targets. This assisted in laying the foundation for decisions relating to Intervention needs and additional instructional focus. She offered her insight and opinions in many facets, including grade level meetings and future planning. Plans are in progress for Ms. Sangrey to attend some Fall conferences in order to allow her to share insights with parents regarding student progress.

Domain P: Dispositions

UNIVERSITY OF DELAWARE SCORING SCALE

Unacceptable	1. Never Exhibits
	2. Seldom Exhibits
Acceptable	3. Sometimes Exhibits
Target	4. Frequently Exhibits
	5. Always Exhibits
N/A	Not Applicable

Disposition 1	Behavior	Score
Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.	Works effectively with others, shows emotional maturity and sensitivity	5

Disposition 2	Behavior	Score
Effective educators express themselves clearly and effectively, orally and in writing.	Writes and speaks coherently and in an articulate manner with correct grammar and spelling	5

Disposition 3	Behavior	Score
Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.	Responds appropriately to feedback from educators, families, or community members.	5

Disposition 4	Behavior	Score
Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.	Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas	5

Disposition 5	Behavior	Score
Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.	Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner	5

Disposition 6	Behavior	Score
Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.	Demonstrates a respect for all, regardless of gender, ethnicity, cultural background, socioeconomic levels, sexual orientation, and exceptionalities, is encouraging to all students and acknowledges different learning styles and needs	5

Disposition 7	Behavior	Score
Effective educators attempt to solve problems in a fair-minded manner, independently and with others.	Seeks pertinent information, learns current ideas and strategies, uses knowledge to solve problems independently and with others	5

Disposition 8	Behavior	Score
Effective educators are committed to mastering best practices informed by sound theory and research.	Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences	5

Disposition 9	Behavior	Score
Effective educators reflect on their teaching to learn from their experiences and to change their	Reflects on teaching practices, considers theory, current research, and student learning in making appropriate planning and	5

Disposition 10	Behavior	Score
Effective educators are responsible colleagues and act in a professional manner in accordance with the University's professional education code of conduct (for details see http://www.ocs.udel.edu/information-for-placements/dispositions-policy/).	Arrives punctually, completes assignments on time, dresses professionally, communicates in a professional manner, exercises sound judgment in professional practice including restraining from the sharing of inappropriate personal information with minors, and demonstrates ethical behavior including academic honesty	5

CLOSING STATEMENT:

In closing, it needs to be expressed that it is rare to find a student teacher that innately understands all that encompasses educating children. Ms. Sangrey exudes that innate ability to diagnose children's strengths, weaknesses, and non-academic interests in order to most effectively move them into learning. She showed exceptional intrinsic understanding of what a teacher needs to do to help children flourish both cognitively and emotionally. Not only does she understand what is needed, but she strives to excel within it. Ms. Sangrey showed phenomenal initiative during her time in my classroom with a group of highly diverse children who have a high variant of exceptionalities. She faced these challenges with grace and dignity, and she should be commended for her performance.

SIGNATURE**TITLE/POSITION**

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