

**STUDENT TEACHER SELF-EVALUATION**

Student:	Thoresen, Kimberley Anne	Evaluation Type & Term:	200820 - Final				
Cooperating Teacher(s):	Dawn Florence	Course:	EDUC 415 04				
University Supervisors:	Nancy Dutro	Submitted Date & Time:	2008-05-02 18:23:18				

*For Secondary Students ONLY:*

Subjects areas you taught: Not Applicable

**Rating Scale:**

<b>EE</b>	Exceeds Expectations	Demonstrates consistent and proficient performance of most indicators of this competency.
<b>ME</b>	Meets Expectations	Demonstrates frequent and proficient performance of most indicators of this competency.
<b>BE</b>	Below Expectations	Demonstrates inconsistent or poor performance of most indicators of this competency.
<b>UO</b>	Unable to Observe	Unable to observe or non-applicable

BELOW EXPECTATIONS  
 MEETS EXPECTATIONS  
 EXCEEDS EXPECTATIONS  
 UNABLE TO OBSERVE

Foundational Understanding		BE	ME	EE	UO
1.	Demonstrates understanding of subject matter & pedagogical knowledge for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates understanding of how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Demonstrates understanding of the central role of literacy skills in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Demonstrates understanding of how students differ in their approaches to learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Demonstrates an understanding of the purposes and roles of K-12 education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Comments:*

1. The lessons that I plan focus on incorporating multiple subject content area. A couple of examples are that students wrote stories that focused on activities they've done in science and completed "Seed Journal" entries based on their science experiments. 3. Throughout the day, lessons and activities center on developing literacy skills. Students work on reading in guided reading groups, during AR silent sustained reading, during whole group morning poems and rhymes, and through read alouds. Students are also able to develop their writing skills with lessons focused on particular phonics and grammar activities, writing to prompts, and responding to specific questions. Students have a huge variety of texts available to them with guided reading texts, Accelerated Reading books, the basal series, poetry selections, and read aloud texts from the school and local library.

Ability to Plan, Organize, and Prepare for Teaching		BE	ME	EE	UO
6.	Plans lessons that align with local, state, and national standards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Selects appropriate instructional strategies/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Selects appropriate materials/resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Comments:*

6. Lesson plans and units are planned around standards and developed around the learning objectives. Students are actively engaged in lessons that involve hands on activities, small group interaction, and whole group discussions and review games. 8. Although the basic academic subjects are guided by standard aligned textbook series, I also incorporated a variety of other materials and resources. Students have daily access to interactive computer activities during learning centers. Outside resources including read aloud stories, powerpoints, videos, web pages, and internet games allow the students to learn from a variety of resources.

Teaching Skills		BE	ME	EE	UO
9.	Teaches based on planned lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Provides for individual differences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Users motivational strategies to promote learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Engages students actively in learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Uses a variety of effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14.	Helps students develop thinking skills that promote learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Monitors student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Comments:*

13. During the day, I am constantly using questioning strategies with my students. Asking questions that are both open ended and closed gets the class thinking about the topics they are learning about, and actively engages them in a verbal discussion with the entire class. Additionally, students are able to create and test hypothesis in science units with hands on experiments about natural resources, states of matter, and plants. 15. Monitoring student learning occurs constantly in the classroom. Students are asked to repeat and share information and directions with the rest of the class to make sure that everyone understands the material. Once students are actively involved in their independent or small group work, I walk around the room to check on student progress and clarify instructions for those that need it. If the majority of class is having trouble with a particular activity then I redirect, review, or reteach them all as a whole group. After lessons, I assess student understanding and modify and/or reteach activities to ensure that the students understand the material.

Assessment and Evaluation for Learning		BE	ME	EE	UO
16.	Creates and selects appropriate assessments for learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Implements assessments for learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Interprets/uses assessment results to make instructional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Comments:*

18. Students are evaluated informally and formally each day. Student performance and instructional needs guide which lessons and activities need to be developed or revamped. After students complete activities, I work to efficiently grade and return their work. Students receive daily feedback about how they are doing

	during language arts centers and activities. They also receive weekly folders containing all of their graded work for the week, so that their parents can see how they are doing.				
Classroom Management Knowledge and Skills		BE	ME	EE	UO
19.	Builds positive rapport with and among students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Organizes for effective teaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Demonstrates use of effective routines and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Demonstrates efficient and effective use of time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Maintains a safe learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Responds appropriately to inappropriate behavior	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>					
Professional Dispositions and Skills		BE	ME	EE	UO
25.	Demonstrates professional demeanor and ethical behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
26.	Participates in and applies professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
27.	Demonstrates effective oral and written communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Reflects actively and continuously upon practice, leading to enhanced teaching and learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Cooperates, collaborates, and fosters relationships with members of the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
30.	Demonstrates potential for teacher leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>					
<p>25. I feel as though I have truly developed as a professional during my time at Magruder Elementary. I am very punctual and arrive early each day to organize materials for the day. I also have perfect attendance and dress professionally each day. I make sure that my attire and style matches that of the other faculty members at Magruder. 26. I regularly attend school functions, including PTA events and faculty and team meetings. I have also attended an IEP meeting and a Child Case Study to see how the faculty supports each other and works with parents during these meetings. Things that I learn in weekly staff development trainings, team meetings, and committee meetings are very helpful. I have even shared the Quiz Quiz Trade method of review with my student teaching seminar. 29. One of the competencies I feel strongest in is collaboration. I have worked with a very close team of educators at Magruder. All of the first grade teachers work to share ideas for lessons, past activities, and resources. Not only did I have a plethora of materials at my fingertips, I was also able to share some of my new ideas and plans with them. I also regularly attended team, committee, and grade level meetings, which helped me develop relationships with other teachers in the building.</p>					
<b>OVERALL TEACHING EFFECTIVENESS</b>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Overall Comments:</i>					
<p>I really enjoyed my time working at Magruder Elementary School. I will truly miss Mrs. Florence, the 1st grade team, and my students. I have learned a lot about teaching and will continue to learn in the future. It was an amazing experience that I will always remember.</p>					

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