**University Supervisor**

**Final Evaluation of Student Teacher**

Student: **Carly Hinni**

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| **Semester:** | F2013 |
| **School:** | Anthony Middle School |
| **City:** | Manhattan |
| **Subject(s):** | language arts |
| **Grade Level:** | 7 |

THIS EVALUATION IS A LEGAL DOCUMENT. THE NAME YOU ENTER BELOW WILL BE USED AS YOUR SIGNATURE. YOUR NAME VERIFIES THAT **YOU** FILLED OUT AND SUBMITTED THIS DOCUMENT.

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| **Evaluator Name:** | Ingrid K. Logan |
| **Form Type:** | Credit |

In the boxes written on the back of this form or the ones in the handbook, underline those words which best describe your student teacher. Then place a check in the cell under the appropriate number (below) depending on which rubric box has the most underlined words. Check:

1. if **most** or **all** are in the **unsatisfactory** column.
2. if **most** are in **basic** column with **one or more** in **unsatisfactory** column.
3. if **all** are in **basic** column.
4. if **most** are in **basic** column with **one or more** in **proficient** column.
5. if **most** are in **proficient** column with **one or more** in the **basic** column.
6. if **all** are in **proficient** column.
7. if **most** are in **proficient** column with **one or more** in **distinguished** column.

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|   | **Unsatisfactory** | **Basic** |  |  | **Proficient** |  |  |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Category 1 / Domain I Perspectives & Preparation** |  |  |  |  |  |  |  |
| 1. Demonstrating Knowledge of Content and Pedagogy |   |   |   | **X** |   |   |   |
| 2. Demonstrating Knowledge of Students |   |   |   | **X** |   |   |   |
| 3. Establishing Instructional Outcomes |   |   |   |   | **X** |   |   |
| 4. Demonstrating Knowledge of Resources |   |   |   | **X** |   |   |   |
| 5. Designing Coherent Instruction |   |   |   |   | **X** |   |   |
| 6. Designing Student Assessments |   |   |   |   | **X** |   |   |
| **Category 2 / Domain II Learning Environment** |  |  |  |  |  |  |  |
| 7. Creating an Environment of Respect and Rapport |   |   |   | **X** |   |   |   |
| 8. Establishing a Culture for Learning |   |   |   |   | **X** |   |   |
| 9. Managing Classroom Procedures |   |   |   | **X** |   |   |   |
| 10. Managing Student Behavior |   |   |   | **X** |   |   |   |
| 11. Organizing Physical Space |   |   |   | **X** |   |   |   |
| **Category 3 / Domain III Instruction** |  |  |  |  |  |  |  |
| 12. Communicating with Students |   |   |   |   | **X** |   |   |
| 13. Using Questioning and Discussion Techniques |   |   |   |   | **X** |   |   |
| 14. Engaging Students in Learning |   |   |   |   | **X** |   |   |
| 15. Using Assessment in Instruction |   |   |   |   | **X** |   |   |
| 16. Demonstrating Flexibility and Responsiveness |   |   |   |   | **X** |   |   |
| **Category 4 / Domain IV Professionalism** |  |  |  |  |  |  |  |
| 17. Reflecting on Teaching |   |   |   |   | **X** |   |   |
| 18. Maintaining Accurate Records |   |   |   |   | **X** |   |   |
| 19. Communicating with Families |   |   |   |   | **X** |   |   |
| 20. Participating in a Professional Community |   |   |   |   | **X** |   |   |
| 21. Growing and Developing Professionally |   |   |   |   | **X** |   |   |
| 22. Demonstrating Professionalism |   |   |   |   | **X** |   |   |
| 23. Demonstrating Positive Personal Habits |   |   |   |   | **X** |   |   |

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| **Portfolio Score:** | **100%** = [113 out of 112] |

**Comments - Evidence upon which judgment is based, and/or additional behaviors observed.**

Carly Hinni had her student teaching experience during the fall semester. Carly was placed in a 7th grade classroom at Anthony Middle School in the Manhattan-Ogden USD 383 school district. Manhattan, Kansas is a university town with a population averaging 50,000.

In this placement, Carly spent her time in a middle school where she was assigned to one of two 7th grade teams. Each integrated team of teachers taught about 125 students during 5 hours. The other two hours were devoted to a personal plan time and a PLC/team time. Of the 5 Language Arts classes, one of those was an advanced class. There were a variety of special needs students on this team.

Carly spent the semester observing her Cooperative Teacher in all areas of a professional educatorâ€™s day. Beyond learning through observation, she moved into co-planning, co-teaching and finally had full responsibility for planning and executing a unit of study.

Carly exhibits many qualities that must be present in an effective teacher. She has been able to accurately identify objectives and desired outcomes in planning individual lessons as well as an entire unit. She has pursued additional reading and resources in order to fully understand and address the needs of the Common Core Standards and assure that her lessons reflect that level of alignment and rigor. Of note, is her ability to understand the needs of the young adolescent learner and include activities and strategies that will engage their interest and sustain their learning. She is able to be flexible and use the â€œteachable momentâ€ when it arises in the classroom. She is attentive to the needs of the learner and has thoughtful and accurate reflections of the lesson after it has been taught. As a conscientious intern, she is attuned to behavioral and special needs of students that can arise on any given day and works to find the best way to address those needs.!

Through my observations, her reflections and our conferences, I believe that Carly Hinni will perform in a proficient manner as a first year teacher.