**Cooperating Teacher**

**Final Evaluation of Student Teacher**

Student: **Carly Hinni**

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| **Semester:** | F2013 |
| **School:** | Susan B. Anthony Middle School |
| **City:** | Manhattan |
| **Subject(s):** | English Language Arts |
| **Grade Level:** | 7th |

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:** | Shelly Camba |

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** |   |   |

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

In addition to following my lessons, Carly successfully planned and taught a poetry unit to three classes of regular Language Arts students and two classes of Advanced Language Arts students. The poetry unit included selections from a variety of poets including Robert Frost and William Shakespeare. Carly planned lessons using the Reading and Writing Standards from the College and Career Readiness Standards as adopted by Kansas. Her lessons took into account the variety of differences represented in the classroomï¿½"multicultural, gender, and achievement differences. Students were exposed to the concepts of free verse, rhyme, rhyme scheme, alliteration, personification, hyperbole, simile, metaphor, and imagery, to name a few. Carly planned lessons that incorporated individual practice, paired learning, technology, and a variety of learning styles. She introduced poetry concepts and invited students to see themselves as poetry readers by stirring the studentsâ€™ prior knowledge and curiosity. She also provided opportunities for students to engage in higher-level processes throughout the learning experience. Her unit culminated in both a unit test and a writing assignment. Throughout her lesson planning and execution, Carly has exhibited the ability to convey complex concepts, check for student understanding, and readjust according to the individual needs of the learner.

From observing and evaluating Carlyâ€™s lesson planning and teaching practices, I am most impressed with her ability to identify creative ways to engage students. Her command of the content and her ability to scaffold the content into meaningful experiences for the students is exceptional for a pre-service teacher. She has taken risks as she has sought ways to help students learn most effectively.

As a foundation for her teaching, Carly has maintained clear control of the classroom management. Given the unique needs of adolescents, she is able to both encourage and discipline when needed. Carly communicates with teachers through our daily team time and with parents through parent-teacher conferences, emails, and sending weekly updates on the curriculum via the grade book messenger program.

I have the utmost confidence that Carly will be a dedicated, effective teacher and a most welcome addition to any classroom and faculty.