

Name of Student Teacher: Ravage Stryczny Completing Evaluation: No

Name of Faculty Mentor: Mrs. Amy Krueger Completing Evaluation: Yes

(Check one) Mid-Term Evaluation: Final Evaluation: Date:

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) | Score |
|---|---|--|--|---|-------|
| Knowledge of subject matter | Demonstrates frequent errors in content knowledge | Use of content appears to be mostly accurate with some errors in details | Displays accurate content knowledge | Displays extensive content knowledge and makes connections to other disciplines | 4+ |
| Objectives reflect an awareness of prior student experiences | Little skill in assessing and using students' prior knowledge and experiences in planning | Occasionally assesses and utilizes students' prior knowledge and experiences in planning | Consistently assesses and utilizes students' prior knowledge and experiences in planning | Adapts instruction of objectives based on knowledge of individual students | 4+ |
| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) | Score |
| Uses assessment results to adjust and plans future lessons | Minimal, if any, use of assessment results | Uses assessment results to plan for the class as a whole | Uses assessment results to plan and adjust instruction for individuals and groups | Assist students with understanding assessment results and establishing personal learning goals | 4+ |
| Feedback to students | Minimal feedback given to students | Feedback to students is general in nature and/or delayed | Feedback to students is individualized and completed in a timely manner | Feedback to students is individualized and completed in a timely manner and causes student to reflect on their own learning | 4+ |

Comments:

Ravage is very knowledgeable in this subject matter. It is exciting to see her share that with students in such an elegant manner.

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) | Score |
|--|---|--|--|---|-------|
| Lesson plans are prepared in advance and linked to student outcomes | Little or no advance planning | Unit/lessons are prepared in advance, but not linked to student outcomes | Unit/lesson plans are prepared in advance and define student outcomes that are aligned with curriculum | Unit/lesson plans are prepared in advance and define student outcomes that are aligned with curriculum. Plans suggest interdisciplinary links | 4+ |
| Links new concepts to previous knowledge | No evidence of attempts to link new concepts to previous knowledge | Inconsistent linking of new concepts to previous knowledge | Intentional use of students' prior knowledge to design learning activities | Uses strategies that are most effective for students to link previous knowledge to new learning | 4+ |
| Seeks out multiple resources for teaching to meet the range of individual needs | Extensive or inappropriate reliance upon one resource for class instruction | Limited use of available resources in meeting the needs of all students | Uses multiple resources in meeting the needs of all students | Uses multiple resources and seeks out other school professionals in meeting the needs of all students | 4+ |
| Infuses appropriate technology and media into instruction | Little or inappropriate infusion of technology and media into instruction | Attempting to use available technology/multimedia but has no significant impact on teaching and learning | Regularly uses available and appropriate technology/multimedia to enhance teaching and learning | Seeks out or develops technology applications to enhance teaching and learning | 4+ |

Comments:

Ravage is very well prepared. She reads, has handouts and activities prepared daily to assist in student success, and to enhance teaching and learning.

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) | Score |
|---|--|--|---|---|-------|
| Objectives are clear to all students | Lesson objectives are not communicated to students | Communicates objectives to all students | Students are able to identify the objective of the lesson | Evidence that students give input into the creation of learning objectives | 4+ |
| Adjusts pace by monitoring student understanding | No attempts or awareness of the need to adjust pacing | Occasionally adapts pace of instruction based on student performance | Consistently monitors student performance and adjusts pacing accordingly | Anticipates and plans for the variety of pacing that may occur | 4+ |
| Shows energy and enthusiasm for teaching and subject matter | Shows little or no energy or enthusiasm toward teaching and subject matter | Energy and enthusiasm for teaching and subject matter are inconsistent | Demonstrates sincere energy and enthusiasm for teaching and subject matter | Evidence that energy and enthusiasm for subject matter inspires students | 4+ |
| Writes and speaks clearly and correctly | Frequent errors in written and oral communication | Occasional errors in written and oral communication | Written/oral communication is always informative; expressed in standard English | Written and oral communication is exemplary | 4+ |
| Monitors and adjusts teaching strategies to meet the needs of students | No evidence of monitoring or adjusting teaching strategies | Occasionally monitors and adjusts teaching strategies | Consistently monitors student behavior and learning to adjust teaching strategies | Makes individual adjustments in teaching strategies based on individual student behavior and learning | 4+ |

Comments:

Ravage is very organized, prepared with such a positive energy for the subject matter. She is very patient with the students and sits one on one to ensure that all her objectives are understood and learned. She is AWESOME with students.

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) | Score |
|--|--|--|---|--|-------|
| Creates a positive classroom environment, mutual respect, and a caring atmosphere | Classroom interactions are often disrespectful and/or uncaring | Recognizes factors that create a positive classroom environment and is beginning to implement them | Maintains a positive, respectful and democratic classroom | Facilitates students' responsibility to develop a positive, respectful and democratic classroom | 4+ |
| Manages time and materials | Limited evidence of time management and organization of materials resulting in lost instructional time and increased behavioral problems | Daily schedule and routines for management of materials/ equipment are in place and utilized inconsistently resulting in lost instructional time | Daily schedule and routines for management of materials/ equipment are in place and utilized consistently | Daily schedule and routines for management of materials/ equipment are in place and utilized consistently and students also assume responsibility for classroom efficiency | 4+ |
| Demonstrates high expectations for learning and achievement for students | Shows little or no evidence of adapting or adjusting instruction to meet individual needs | Acknowledges the value of high expectations for learning and achievement for students; is attempting to adjust and adapt instruction | Demonstrates high expectations for learning and achievement for all students by adjusting and adapting instruction by adapting at the classroom level | Demonstrates high expectations for learning and achievement for individual students by adjusting and adapting instruction | 4+ |

Comments: Ravage is by the book, she has a desire to teach the students at the highest of standards while demonstrating respect, responsibility, and knowledge.

| Collaboration | | | | | |
|---|---|---|---|---|-------|
| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) | Score |
| Exhibits a desire to work with other professionals | Usually avoids working with other colleagues | Shows some interest in collaboration with other professionals in the school | Seeks opportunities to collaborate with other professionals in the school | Consistently seeks opportunities to collaborate or build relationships with other professionals in the school; routinely shares resources and materials with others | 4+ |
| Reflection | | | | | |
| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) | Score |
| Reflects on impact of instruction on student learning and makes adjustments accordingly | Evaluates self in ways that are inaccurate or unrealistic; does not know whether a lesson was effective in reaching its goals | Generally able to reflect on the impact of instruction on student learning, but is not yet able to make adjustments accordingly | Consistently and accurately reflects on the impact of instruction on student learning; usually makes adjustments as necessary | Is able to critically analyze the impact of instruction on individual student learning and always offers alternative teaching activities or different approaches | 4+ |
| Utilizes constructive criticism | Unreceptive to constructive criticism; blames others for problems | Sometimes open to constructive criticism; occasionally makes excuses | Listens attentively to constructive criticism and makes use of feedback | Seeks out constructive criticism and implements change as soon as possible | 4+ |

Comments: Ravage is always reflecting and analyzing in order to be more effective to benefit students. She seeks out constructive criticism as she is always looking to improve. Faculty and students alike have hono

| Responsibility | | | | | |
|---|--|---|---|--|--------------|
| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) | Score |
| Has a record of excellent attendance and punctuality and is always prepared | Has unacceptable excuses for absences; is continually late; missed 4 or more days of student teaching; usually unprepared | Has a fairly good record of attendance and is on time; absences are valid; missed 3 or less days of student teaching; sometimes well-prepared | Has a record of excellent attendance and is always on time; has only missed 1 or 2 days of student teaching; is well-prepared | Has a record of excellent attendance and is always on time; has not missed any days of student teaching or has asked to make up missing days; has made advanced preparations for teaching and management | |
| Follows dress and grooming guidelines | Does not dress as a professional; wears inappropriate or immodest apparel; does not consistently follow good grooming guidelines | Usually follows dress and grooming guidelines of the school; has to be occasionally reminded of dress code | Follows dress and grooming guidelines of the school; professional image is appropriate | Seeks out and follows dress and grooming guidelines of the school; always projects a highly professional image | |
| Demonstrates professional ethics (confidentiality, respect, fairness, legal obligations - HIPAA) | Often exhibits unprofessional behavior (violating confidentiality, unfairness, unaware of legal responsibilities) | Usually demonstrates professional ethics; has to be reminded about issues of confidentiality, fairness, and legal responsibilities | Demonstrates professional ethics in most aspects of the teaching profession | Always demonstrates the highest of professional standards in all aspects of the teaching profession; holds high standards even in difficult situations | |

Comments:

Ravage drives far to our school, and she is always there early, even when the bridges and road closed. She stays late and does whatever is needed, always with a smile. Ravage treats all students equal and always makes time for everyone.

Signature Page

Student Teacher Signature

Date

Faculty Mentor Signature

Amy Krueger

Date

12-4-2020

Course Facilitator Signature

Amy Krueger

Date

12-4-2020

Thank you,

Any additional comments would be greatly appreciated.

Comments:

Thank you for sharing such an outstanding person with us. Ravage is so well prepared, knowledgeable, positive, upbeat with great enthusiasm. Her love for subject matter is so refreshing. She has been such a joy to work with. You can send any student like Ravage anytime to work with us!