

Student Teacher Final Evaluation

Student Teacher: Christine Ammirati
 Undergraduate Student Graduate Student
 University Supervisor: J. McEachron
 Cooperating Teacher: Jana Ferrara
 Individual Completing Form: Student Supervisor Teacher
 Subject(s): Elementary
 Grade Level(s): 3
 School: Photoaka
 Date: 5/10/11

B E L O W
 E X P E C T A T I O N S
 M E E T S
 E X P E C T A T I O N S
 E X C E E D S
 E X P E C T A T I O N S
 U N A B L E
 T O O B S E R V E

RATING SCALE

Exceeds Expectations: Consistent and exemplary demonstration of the competency and most performance indicators.
 Meets Expectations: Regular and proficient demonstration of the competency and most performance indicators.
 Below Expectations: Inconsistent and/or poor performance of the competency and/or one or more indicators.

	B E L O W E X P E C T A T I O N S	M E E T S E X P E C T A T I O N S	E X C E E D S E X P E C T A T I O N S	U N A B L E T O O B S E R V E
Foundational Understanding				
1. Demonstrates understanding of subject matter & pedagogical knowledge for instruction			✓	
2. Demonstrates understanding of how students learn & develop & provides learning opportunities that support students' intellectual, social, & personal development			✓	
3. Demonstrates understanding of the central role of language & literacy in student learning			✓	
4. Demonstrates understanding of how all students differ in their experiences & their approaches to learning			✓	
5. Demonstrates an understanding of the purposes & roles of PreK-12 education in a diverse & inclusive democratic society			✓	
Ability to Plan, Organize, & Prepare for Teaching				
6. Plans lessons that align with local, state, & national standards			✓	
7. Selects appropriate instructional strategies/activities aligned to instructional goals & responsive to diverse student needs			✓	
8. Selects appropriate materials/resources aligned to instructional goals & reflective of diverse perspectives			✓	
Teaching Skills				
9. Teaches based on planned lessons			✓	
10. Provides for individual differences			✓	
11. Uses motivational strategies to promote learning for all students			✓	
12. Engages students actively in learning			✓	
13. Uses a variety of effective teaching strategies			✓	
14. Helps students develop thinking skills that promote learning			✓	
15. Monitors student learning			✓	
Assessment & Evaluation for Learning				
16. Creates & selects appropriate assessments for learning			✓	
17. Implements assessments for learning			✓	
18. Interprets/uses assessment results to make instructional decisions			✓	
Classroom Management Knowledge & Skills				
19. Builds positive rapport with & among students, fostering an environment that values & encourages respect for diversity			✓	
20. Organizes for effective teaching			✓	
21. Demonstrates use of effective routines & procedures			✓	
22. Demonstrates efficient & effective use of time			✓	
23. Maintains a physically & emotionally safe learning environment for all students			✓	
24. Responds appropriately & equitably to student behavior			✓	
Professional Dispositions				
25. Demonstrates professional demeanor & ethical behavior			✓	
26. Participates in & applies professional development			✓	
27. Demonstrates effective oral & written communication			✓	
28. Reflects actively & continuously upon practice, leading to enhanced teaching & learning for all students			✓	
29. Cooperates, collaborates, & fosters relationships with families & other members of the school community			✓	
30. Demonstrates potential for teacher leadership			✓	
OVERALL TEACHING EFFECTIVENESS			✓	

Christine Ammirati, Final Conference (May, 2011)

Foundational Understanding Demonstrates sound understanding of age-appropriate activities that are engaging and reinforce subject matter. Literacy is infused with social studies, and science. Consistently well-prepared with subject matter, revealing depth of preparation. Excels in grasping the interdisciplinary connections among subject matter and awareness of age-appropriate ways to make accessible to children. Utilizes theory to explain rationale for specific instructional strategies and curricular decision-making.

Ability to Plan, Organize, and Prepare for Teaching Lesson plans consistently submitted for approval on time and with details and supporting documents such as worksheets, Power Points, information sheets, interactive notes. Plans for engaging activities such as Science Circus with simple machines and magnets, personal response system (PRS) for review in social studies, grouping students and use of manipulatives to illustrate fractions, and extensive research and visual representation for social studies units on Ancient Greece, Rome and Mali .

Teaching Skills

Is a natural in the classroom! Especially strong with organizational skills, logistics, clarity of instructions, enthusiasm, encouragement of student responses, sensitivity in responding to students so that students are not embarrassed, and *withitness (Kounin)*. Developed folders for each student as a means to individualize instruction; students work with activities personally developed for them based on need for re-teaching, enrichment, reinforcement, or added challenge. Individualized system was designed to provide greater depth and breadth in each subject area.

Assessment and Evaluation for Learning

Designed formative and summative assessments—worksheets, diagnostic measures, study guides, projects (e.g., booklets on Rome), pre- and post- tests, exit cards, benchmarks, state-wide testing (SOL) and *warm-ups* for ongoing feedback to students and teacher. Aligns assessments with Virginia standards. Provided extensive analysis, including validity and reliability, for pre- post-data on Mali unit.

Classroom Management Knowledge and Skills

Establishes a positive classroom environment. Has developed a system, whereby raising the hand is a signal for bringing down the noise level. Students respond positively. Sets clear boundaries. Provides a great deal of positive reinforcement. Uses subject matter related reinforcements, e.g., exchanging gold and salt for correct answers during Mali unit. Encourages students to take responsibility for their own behavior in ways that are not only age appropriate but demonstrate high expectations.

Professional Dispositions

Outstanding professional dispositions and strong leadership skills. Provides helpful suggestions to peers and co-workers at all times. Ms. Ammirati is an asset to the profession. She was selected by the School of Education as the 2011 *Teacher of Promise* among all Elementary Program teacher candidates, an award given to an outstanding student chosen from the undergraduate and graduate students seeking licensure. Ms. Ammirati has my highest recommendation and I would be thrilled to have her as a teacher of my grandchildren.