



Teacher Education

EDU 3223 Classroom Teaching Strategies Field Experience Evaluation

Student's Name Elliott Kern Semester and Year FA 11
Grade /Subject 3rd Hampton Elem School & Cooperating Teacher Hampton - Lynn Olszewski

This evaluation has been designed to provide the beginning education student with information about his/her strengths and limitations as a potential teacher. Please evaluate the student in the areas listed below by checking the appropriate boxes. Your comments would also be most helpful.

Key: 4-Advanced; Super performance, consistently applied at all appropriate times
3-Proficient; Consistent, appropriate application, solid performance
2-Basic; Minimal achievement, appropriate to most situations

1-Awareness; The ability to describe, not yet applied
NA-Pre-preparation; No awareness or exposure

Professional Characteristics	4	3	2	1	NA
Is enthusiastic about teaching as a profession	<input checked="" type="checkbox"/>				
Demonstrates working knowledge of school and community	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Shows active interest and involvement in assigned activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Seeks and follows through on suggestions	<input checked="" type="checkbox"/>				
Interacts in a professional manner with students and staff	<input checked="" type="checkbox"/>				
Personal Characteristics					
Demonstrates adaptability to new experiences	<input checked="" type="checkbox"/>				
Illustrates genuine interest in students	<input checked="" type="checkbox"/>				
Displays an attitude conducive to effective teaching	<input checked="" type="checkbox"/>				
Indicates a sense of responsibility and dependability	<input checked="" type="checkbox"/>				
Is punctual and well prepared	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Has poise and self-confidence	<input checked="" type="checkbox"/>				
Presents appropriate grooming and appearance	<input checked="" type="checkbox"/>				

Domain 1: Planning and Preparation	4	3	2	1	NA
1a. Demonstrates understanding of students' development, backgrounds, and culture		<input checked="" type="checkbox"/>			
1b. Demonstrates knowledge of learning theory and research for planning		<input checked="" type="checkbox"/>			
1c. Demonstrates knowledge of subject-area content		<input checked="" type="checkbox"/>			
1d. Understands that instructional goals should reflect important learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
1e. Designs a lesson with learning activities that are well-structured and organized	<input checked="" type="checkbox"/>				
1f. Evaluation of lesson is linked to instructional goals.	<input checked="" type="checkbox"/>				

Domain 2: The Classroom Environment	4	3	2	1	NA
2a. Assists in creating environment of respect, rapport, and caring	<input checked="" type="checkbox"/>				
2b. Models appropriate behavior at all times	<input checked="" type="checkbox"/>				
2c. Supports classroom climate that conveys high expectations and pride in work	<input checked="" type="checkbox"/>				
2d. Supports an inclusionary environment for students with exceptional needs	<input checked="" type="checkbox"/>				
2e. Contributes to smooth transitions, maintaining routines, organizing materials	<input checked="" type="checkbox"/>				
2f. Assists in managing student behavior with clear standards, monitoring, and responsiveness	<input checked="" type="checkbox"/>				
2g. Assists in using physical space to promote learning for all students	<input checked="" type="checkbox"/>				

Domain 3: Instruction	4	3	2	1	NA
3a. Communicates in clear, accurate manner, with appropriate level of detail	X				
3b. Uses questioning and discussion techniques that engage all students	X				
3c. Attempts to use students' prior knowledge/experience during instruction	X				
3d. Strives to engage students in a variety of productive learning activities/assignments	X				
3e. Provides timely, high quality feedback that enhances learning	X				
3f. Demonstrates flexibility in adjusting lessons to accommodate students	X				
3g. Is beginning to reflect on quality and effectiveness of teaching	X				

Based on the Michigan Entry-Level Standards for Teachers and Danielson, C. (1996). *Enhancing Professional Practice: A framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development. (Adapted with Danielson's permission.)

Please comment on the student teacher's overall potential as a classroom teacher:

- Elliott Kern has great potential as an educator. Right away he keenly observed classroom setup and routines. He quickly established positive rapport with the children. He assisted their learning and asserted appropriate authority in directing behavior. Mr. Kern followed direction well in carrying out tasks and showed interest in gaining further knowledge about teaching.
- Mr. Kern carefully planned a lesson that replicated teaching techniques I had modeled and he built upon prior learning of our class. He engaged students in discourse through turn and talk. After the lesson he was reflective about his performance.
- Mr. Kern showed growth in recognizing a need to balance the demands of teaching with other commitments. Teaching is a time intensive profession that requires thoughtful work/life balance.
- Scores given above take into account Mr. Kern's level of experience. He has done an outstanding job and I wish him success in future endeavors.

Cooperating Teacher Signature

Date

Student Signature

Date

Please return to: Office of Teacher Education
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Rochester Hills, MI 48307