

Elementary Transition to Teach Program
Indiana University
M550 Supervising Teacher's
ASSESSMENT of STUDENT TEACHER

Preservice Teacher's Name Patricia Walsh

Supervising Teacher's Name Donna Bernens-Kinhead

University Field Advisor's Name _____

School and Grade Level University School 5th Grade

Please rank this preservice teacher's understanding of the following aspects of education based upon your observations and conversations with him/her. Below each category are a few ideas to take into consideration when making your assessment. Please use the following scale in making your assessment. 1 - Unsatisfactory for a Novice Teacher, 2 - Satisfactory for a Novice Teacher, 3 – Above Average for a Novice Teacher, and 4 – Outstanding for a Novice Teacher.

If you have the time, we would also appreciate if you would make a few comments related to each category. By “*understanding*,” we mean that the preservice teacher not only knows this material intellectually, but has fully internalized it and has demonstrated these understandings when appropriate in his/her teaching.

Understanding Curriculum 1 2 3 4

- Selects relevant content in light of children's abilities and biographies
- Creates curriculum that is meaningful to children
- Develops classroom-based curriculum units whenever appropriate
- Uses a diversity of curriculum materials and resources when teaching a unit of study
- Integrates a range of subject areas and academic abilities into the study of a given topic when appropriate
- Critically considers and assesses curriculum guidelines and standards that emerge from external agencies and stakeholders

Comments:

Although Patti had little opportunity to develop multiple units in this short time, she effectively taught a math unit using a variety of methods to address the high ability cluster in the advanced math class. In addition she adapted a science unit integrated with reading and writing that addressed multiple needs.

Understanding Instruction

1

2

3

4

- Prepares instructional plans in light of previous activities and students' interests/abilities
- Uses a variety of strategies when teaching a given unit of study
- Teaches in ways that are authentic and meaningful to students
- Understands the potential benefits and limitations of using recent technologies in the classroom
- Uses diverse types of assessment (beyond worksheets and paper and pencil tests) to understand what and how children learn
- Recognizes and responds appropriately when students have difficulty understanding content

Comments:

Patti is a technology whiz! She used multiple methods in class. In addition she used as assessments oral presentation, demonstrating learning in experimentation in science, science notebooks and recorded graphs, charts and ideas. She allowed ample opportunities to review and reflect on topics with which students struggled.

Understanding Children's Learning

1

2

3

4

- Understands and can identify various ways in which children learn and make meaning
- Facilitates children's diverse intellectual (broadly conceived) talents
- Provides students with a diversity of activities and resources from which they can learn
- Adapts curriculum content and instruction in light of the diversity found among children, with special attention given to those individuals with unique academic challenges and talents
- Incorporates opportunities for students to become curious and intellectually engaged in learning

Comments:

Patti has a variety of methods to address diverse learning styles which incorporate art, writing, mathematics and demonstration with hands-on materials.

Understanding Cultural Pluralism

1

2

3

4

- Is culturally responsive to diverse ancestral heritages, genders, and other forms of difference found among students
- Understands the challenges of children who are members of historically marginalized groups of people
- Recognizes and sensitively responds to incidences of sexism, racism, classism, and other forms of stereotyping and exclusion
- Identifies curriculum that is potentially disrespectful to children's ancestral heritages, gender, class, physical and mental abilities, and/or sexual orientation

Comments:

University is a diverse school with students of vast variety of cultural heritages and it is expected that all are treated equally and with respect. Patti. Walsh fit right into our school environment.

Classroom Community Building

1

2

3

4

- Constructs an inclusive learning environment
- Generates classroom rituals, myths, and ethos that helps build a sense of community among students
- Creates a community in which children's bodies, emotions, and intellect are safe and valued
- Resolves conflicts among children in ways that are mutually satisfying to all parties
- Responds to children's anti-social behavior/attitudes in ways that are effective and do not demean or humiliate students

Comments:

Patti has a true understanding of diverse students living in one community and how to group them, speak to them and elicit thinking from them. She effectively met with a student who is having social issues to offer advice. She has gone above and beyond in her patience dealing with a very disruptive autistic child in the classroom. In addition it is obvious the student genuinely like her and will be sorry to see her leave.

Professional Growth

1

2

3

4

- Views oneself as a member of an occupational community created for the benefit of children's education
- Reflects regularly on the challenge of educating children in a complex, democratic society for the purpose of improving one's craft of teaching
- Works effectively with parents, colleagues, administrators, and support staff
- Critically examines externally driven reform efforts prior to implementing them in the classroom

Comments:

One of Patti's strengths is her ability to fit into the professional community at University School. She attended all the faculty meetings, attended and contributed to our grade level Professional Learning Communities, and initiated contact with other teachers at our grade level as well as others for ideas about teaching a range of topics. Patti was able to observe different styles and techniques used in classrooms and evaluate what might work for her in similar situations.

Although she is leaving prior to parent/teacher conferences, she has contributed thoughtful comments about student work to be shared with parents.

ADDITIONAL COMMENTS

10/24/2011

It has been a real pleasure to work with Patti Walsh these past ten weeks. She shows great confidence always in her classroom management and lesson planning. She asks excellent critical questions both of herself and of her students' learning. In addition, she asks "why" instead of just doing things because it has always been done that way. Patti has been reflective in her teaching practices, looking for reasons why students "didn't get it," thinking of better ways to connect to different abilities and cognitive styles, as well as asking important questions about teaching and learning.

My only regret is that this was a ten-week placement rather than the full 16 weeks as I think longer terms allow for more planning in diverse areas. We are only getting started with reading/writing practices at this point and now is the time for revising ideas for what worked and didn't work. Patti has an excellent future ahead as a thoughtful and caring teacher with a good sense of humor.

