

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

Preservice Teacher's Name: Patti Walsh

Supervising Teacher's Names: Donna Kincaid and Victoria Arther

University Field Advisor's Name: Thomas P. Huston

School and Grade Level: University Elementary, Grade Five and St. Charles Catholic School, Grade 7

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

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- 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:**

I observed Patti provide stimulating content via science instruction. Students worked with multiple materials and resources. More importantly, students continued working with Patti's curricula beyond the confines of the traditional classroom setting via a class website where students continued to contribute to the lesson via providing text and other digital media.

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's strategies for instruction both stimulated and encouraged student participation. Patti's enthusiasm and respect for learning is transparent. Because of this, students respond with zeal and display respect for Patti's instruction.

Patti's rapport with older students was even more impressive. Her demeanor was confident and relaxed and she was able to answer math queries with care and content expertise.

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 displayed concern and care for her students' learning and abilities. Throughout my interactions with Patti, both inside and outside the classroom, she was highly concerned about children's diverse intellectual talents and whether or not she was creating meaning for all students via her instruction.



### 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:

As noted above, Patti is conscious of student differences and makes note of this in her daily routines via curricula, communication, and student literacy.

Patti displayed even more of her pluralistic approaches to teaching and learning by quickly adjusting to the community, ethos, and student body located within a private school setting, opposed to her earlier student teaching tenure at a public school.

Patti's undeniable proof that she is responsive to cultural pluralism was her ability to adapt to an entirely new educational setting within one day's time frame. She is always concerned with learner needs, regardless of what they are.

### 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 enjoys creating a community of learning for all students. She provides students the opportunity to continue this community of learning outside of the classroom via technology. Her class utilized web pages on the Internet to stimulate thought, products, and dialogue outside of the traditional classroom setting.

**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:

Patti's teacher presence is advanced, caring, and devoted to continued learning. Her confidence with her content knowledge combined with her care for student literacy is evident within all modes of her teaching, instructions, assessment, and curricula.

Patti is an excellent educator. She is caring, highly organized, adaptable, and flexible, has high quality standards for her curricula construction and assessments, and is a caring person both inside and out of the classroom. I highly recommend Patti for any occupation that involves education, community, and people.

Patti was one the most inquisitive students in the seminar class and was always making sure she was on top of things. Her content knowledge of course was impressive, but her knowledge of current Indiana educational policy and current events also added to her demeanor both in seminar and on the field.

Patti continued to be open to critique in order so that she can continue to be a lifelong learner.

**ADDITIONAL COMMENTS**



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

Preservice Teacher's Name: Patti Walsh

Supervising Teacher's Name: Victoria Arther

University Field Advisor's Name: Tom Huston

School and Grade Level: St. Charles Middle School (Grades 7 – 8)

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**

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2

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:

- Followed standards and content that was given to her for each lesson. Patti was able to take standards and concepts and put together a unit plan that was appropriate to the student's learning.
- At times Patti struggled with taking a concept and teaching to two different levels – regular and advanced students. She would teach the same concept in the same method to both classes but at times she would

have been able to push the advanced class to a higher level. That experience will come as she has more practice with different level of students.

- Patti had a good sense of the curriculum as she made appropriate assessments for students to cover the concepts.
- At times it felt as though she was not confident with her math skills as she taught the class. It is okay to not know it all, but in front of the students be confident in your skills. It is also okay to tell them that you will look into that problem at a later time, but make sure to come back to that problem to explain to students.

### Understanding Instruction

1

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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:

- Strengths: preparing for a lesson, recognizing when students are not understanding, flexible in her planning and instruction and is able to change if needed to benefit the students, using technology in the classroom (graphing calculator, powerpoint, etc), and looking at assessments to reteach or change her approach to a lesson.
- Weaknesses: pacing of a lesson (needs to be able to know how much time to spend on a specific concept, topic, or questions), reteaching a problem using a different approach (need to get creative and think like a student who is having a hard time grasping the concept), and knowing on a day to day basis how student's are performing (she can catch the students once they have taken an assessment but also needs to find a way to catch them on a daily basis – for example; could use exit cards).

### 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 seems to be aware of student learning and what the majority needs in order to succeed throughout a unit.
- She was able to change instruction or a lesson if students did not perform well on an assessment. When reteaching she would then try to find an activity to help the students understand the material better.
- Was very good at adapting content for lower level students.
- Could do better at challenging the upper level students and really make them think about concepts differently.

**Understanding Cultural Pluralism**

1      2      3      █

- 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:

- Patti is aware of diversity and recognizes this in the classroom. She treats all students in the same manner.

**Classroom Community Building**

1      2      3      █

- 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 made students feel welcome and safe in the classroom.
- She was able to walk in and follow the classroom rules and procedures already set and hold students accountable in a positive way.
- Patti has a great student-teacher relationship with all students and students felt comfortable with going to her for help.
- If a student was not acting appropriately, Patti would redirect them without calling them out in front of the entire class.
- At times, students might have felt too comfortable, for their behavior would get a little out of control. That is one place I feel that she could improve on – she needs to find a way to bring the group back together quickly.

**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:

- Patti is a great team worker. We were able to really work together as a team during this time and I feel that will help her as she finds a teaching job and works with her colleagues for the benefit of the students.
- Patti seems very interested in learning about education and how each child learns. She is willing to try new methods if needed to help students succeed.

**ADDITIONAL COMMENTS**

Patti did a great job in her 6 weeks here at St. Charles. I truly enjoyed working with her and felt that she connected well with the students. She will make a great teacher for she takes pride in her teaching and effort she puts in preparing for each lesson.



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 Thomas Huston

School and Grade Level University School 5<sup>th</sup> 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
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- 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.

**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
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**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.



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

Preservice Teacher's Name PATTI WALSH  
Supervising Teacher's Name DONNA KINCAID  
University Field Advisor's Name THOMAS HUSTON  
School and Grade Level UNIVERSITY ELEMENTARY

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.

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Understanding Curriculum

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Comments:

I observed Patti provide stimulating content via science instruction. Students worked with multiple materials and resources. More importantly, students continued working with Patti's curricula beyond the confines of the traditional classroom setting via a class website where students continued to contribute to the lesson via providing text and other digital media.



**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
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  - 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's strategies for instruction both stimulated and encouraged student participation. Patti's enthusiasm and respect for learning is transparent. Because of this, students respond with zeal and display respect for Patti's instruction.

**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
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Comments:

Patti displayed concern and care for her students' learning and abilities. Throughout my interactions with Patti, both inside and outside the classroom, she was highly concerned about children's diverse intellectual talents and whether or not she was creating meaning for all students via her instruction.

**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

How it is being demanded



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- Identifies curriculum that is potentially disrespectful to children's ancestral heritages, gender, class, physical and mental abilities, and/or sexual orientation

Comments:

As noted above, Patti is conscious of student differences and makes note of this in her daily routines via curricula, communication, and student literacy.

**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
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Comments:

Patti enjoys creating a community of learning for all students. She provides students the opportunity to continue this community of learning outside of the classroom via technology. Her class utilized web pages on the Internet to stimulate thought, products, and dialogue outside of the traditional classroom setting.

**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:

Patti's teacher presence is advanced, caring, and devoted to continued learning. Her confidence with her content knowledge combined with her care for student literacy is evident within all modes of her teaching, instructions, assessment, and curricula.

Elementary Transition to Teach Program  
Indiana University  
**M550 Student Teacher's**  
SELF-ASSESSMENT

Preservice Teacher's Name Patricia A. Walsh

Supervising Teacher's Name Victoria Arther

University Field Advisor's Name Thomas Huston

School and Grade Level St. Charles School, 7<sup>th</sup> and 8<sup>th</sup> grades

Please rank your understandings of the following aspects of education. 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.

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**Understanding Curriculum**

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Comments:

With only 6 weeks in this placement and only one methods class taken before the placement began, most of my learning about middle school math curriculum took place during my placement. I feel that I learned a great deal and now I have a better sense of what I need to learn in a curricular sense going into the future.



### Understanding Instruction

1 2 3 4

- Prepares instructional plans in light of previous activities and students' interests/abilities
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- Recognizes and responds appropriately when students have difficulty understanding content

#### Comments:

I believe I have reached a basic level of skill in this area. I only took a few opportunities to try different types of teaching, but Mrs. Arther has shared many of her ideas and all of her resources, so I now have some ideas that I will start trying on my own as I gain confidence and experience.

### Understanding Children's Learning

1 2 3 4

- Understands and can identify various ways in which children learn and make meaning
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- Provides students with a diversity of activities and resources from which they can learn
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#### Comments:

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#### Comments:

This placement was comprised of a fairly homogeneous population in terms of socioeconomic status and race. Having such a homogeneous group made it easier to see the interesting differences among student groups and to appreciate what each student brings to the classroom than it is when there are many different types of students in each class.

I feel that my personal experience has given me skills beyond the typical preservice teacher, but I do not feel I had much of an opportunity to demonstrate those skills at St. Charles. I mean this in a positive light because each child is cared for and considered deeply and thoughtfully. Students at St. Charles promise to treat each other with kindness and respect, and they often live up to their promise without teacher intervention.

### Classroom Community Building

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- Constructs an inclusive learning environment
- Generates classroom rituals, myths, and ethos that helps build a sense of community among students
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- Responds to children's anti-social behavior/attitudes in ways that are effective and do not demean or humiliate students

#### Comments:

St. Charles has a strong community, and I was made to feel welcome. Children already feel very safe at school and teachers set a good model for caring for other people appropriately.



**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:**

I do view myself as a member of an occupational community created for the benefit of children's education, and I tried diligently to do what I thought was good for the children I worked with. I spent much of my preparation time refreshing my math and pedagogical knowledge, and I feel confident that I can learn what I need to know as I continue in my career.

**ADDITIONAL COMMENTS**

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Indiana University  
M550 Student Teacher's  
SELF-ASSESSMENT

Preservice Teacher's Name Patricia Walsh

Supervising Teacher's Name Donna Bernens-Kinlead

University Field Advisor's Name Thomas Huston

School and Grade Level University Elementary - 5<sup>th</sup> Grade

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Understanding Curriculum

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Comments:



### Understanding Instruction

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- Prepares instructional plans in light of previous activities and students' interests/abilities
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- Teaches in ways that are authentic and meaningful to students
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- Recognizes and responds appropriately when students have difficulty understanding content

Comments:

I feel my strength in this area is responding to the rapidly evolving needs of my students. I assess them informally all day long and use that information to plan the next steps.

### Understanding Children's Learning

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3

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- Understands and can identify various ways in which children learn and make meaning
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- Incorporates opportunities for students to become curious and intellectually engaged in learning

Comments:

I believe my experience working in a preschool emergent curriculum-type environment has trained me to be a keen observer of children's learning, with the ability to act on my observations. I try to find things all children will be interested in in turn as well as find different ways to present material.

**Professional Growth**

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- Views oneself as a member of an occupational community created for the benefit of children's education
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- Works effectively with parents, colleagues, administrators, and support staff
- Critically examines externally driven reform efforts prior to implementing them in the classroom

Comments:

I am a firm believer in constant learning, sharing, and collaborating. I do not pass up an opportunity to learn something new.

**ADDITIONAL COMMENTS**



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:

While I have experience working in highly pluralistic settings, I am not certain I was able to demonstrate that during this placement.

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
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Comments: