

### Westminster Preservice Teacher Evaluation Form

Teacher Candidate: Taylor Gustafson

Methods      or Student Teaching X | Observation      Mid-Term      Final Evaluation X TWS      Portfolio     

Date/Time: 2/15/2018 Grade/Subject: Third School/Mentor: Kayla Viskochil Completer: Kayla Viskochil

Kayla Viskochil  
Signature:

Performance Indicators: 0 – Not Effective 1 – Beginning 2 – Developing 3 – Preservice Effective (NA – Not Applicable)  
Please see Utah Institutions of Higher Education Preservice Teacher Evaluation Rubric for description of each indicator

Rating	Standard 1: Learner Development	The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.
3	<p><b>The teacher:</b></p> <p>1.1 Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs (1a, 2e). INTASC 1 CAEP 1.1, 3.5</p> <p>1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development (1b). INTASC 1 CAEP 1.1, 3.5</p>	<p>Taylor designs lessons that meet the need of every learner. She includes detailed examples/ modeling and instructions and then walks around/ observes for understanding. She also groups the students intentionally and allows for students to learn from one another. Taylor attended parent/teacher conferences where she provided support/ positive feedback for the students.</p>
Rating	Standard 2: Learning Differences	The teacher understands individual learner differences and cultural and linguistic diversity.
3	<p><b>The teacher:</b></p> <p>2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (2a, 2b, 2c, 2d). INTASC 2 CAEP 1.1, 3.5</p>	<p>Comments and Suggestions: Taylor has high standards for all learners. With her background in special education, she shows great patience and care and allows for students to understand concepts at their own pace.</p>
Rating	Standard 3: Learning Environments	The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.
3	<p><b>The teacher:</b></p> <p>3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3) INTASC #</p> <p>3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b). INTASC</p> <p>3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d). INTASC 3</p>	<p>Comments and Suggestions: Taylor's effective classroom management allows for lessons to run smoothly. The students know her expectations and her continuous use of positive praise/ incentives motivates the class to do well. The students feel comfortable with asking questions and participating throughout the day. Her calm and patient demeanor creates a safe space for all learners.</p>
Rating	Standard 4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline.
3	<p><b>The teacher:</b></p> <p>4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (4a, 4c, 4d, 4e, 7c). INTASC 4 and 5</p>	<p>Comments and Suggestions: Taylor researches standards and utilizes the school's curriculum as well as supplemental materials when teaching. She uses academic vocabulary and expects the students to use the same vocabulary.</p>
Rating	Standard 5: Assessment	The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
3	<p><b>The teacher:</b></p> <p>5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a). INTASC 6</p>	<p>Comments and Suggestions: Throughout the 6 week placement, Taylor assessed the students using formative and summative assessments. If she felt like the students were not mastering a concept, she would →</p>

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	<p>5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (5b, 5e). InTASC 6</p> <p>5.3 Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills (5a). InTASC 6</p>	<p>reteach and review to check for complete understanding. Taylor was present at parent conferences where we relayed mid-term testing scores and came up with goals for each student in the classroom as well as at home. Taylor also started working with one student each morning who was struggling with basic math concepts.</p>
<b>Rating</b>	<p><b>Standard 6: Instructional Planning</b> The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.</p>	
3	<p><b>The teacher:</b></p> <p>6.1 Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (4b, 6a). InTASC 7</p> <p>6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e). InTASC 7</p>	<p><b>Comments and Suggestions</b> I have been very impressed with Taylor's lesson plans. They include each standard, the objectives, and each step of a plan. She takes a lot of time in preparing her lessons and this shows in her engaging execution of her plans.</p>
<b>Rating</b>	<p><b>Standard 7: Instructional Strategies</b> The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.</p>	
3	<p><b>The teacher:</b></p> <p>7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (2b, 2e, 6c, 7a, 7b). InTASC 8 CAEP 1.1, 1.2, 1.4, 3.5</p> <p>7.2 Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (3f, 6d, 7e). InTASC 8 CAEP 1.1, 1.2, 1.4, 3.4, 3.5</p> <p>7.3 Supports and expands each learner's communication skills through reading, writing, listening, and speaking (3f, 7d). InTASC 8 CAEP 1.1, 1.4, 3.4, 3.5</p> <p>7.4 Uses a variety of available and appropriate technology and resources to support learning (3e, 7f, 7g). InTASC 8 CAEP 1.1, 1.3, 1.5, 3.4, 3.5</p> <p>7.5 Develops learners' abilities to find and use information to solve real-world problems (7g, 7f). InTASC 8</p>	<p><b>Comments and Suggestions</b> Taylor does a great job at introducing higher-level concepts and breaking them down for each learner. For example, she introduced idioms by activating their prior knowledge of some familiar ones they might know. Then she used a picture book that was full of examples and this caught every child's attention. For her guided practice she modeled an idiom graphic organizer with examples and then had each student make their own for independent practice. She guided the students each step so that they felt comfortable with this form of figurative language which for many can be overwhelming and hard to grasp. Her patient and calm demeanor allowed for her to deliver the lesson with ease and confidence.</p>
<b>Rating</b>	<p><b>Standard 8: Reflection and Continuous Growth</b> The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</p>	
3	<p><b>The teacher:</b></p> <p>8.1 Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e). InTASC 9</p>	<p><b>Comments and Suggestions</b> Taylor's biggest asset is her ability to reflect as a teacher. She is constantly reflecting prior to and after each lesson/interaction with a student.</p>
<b>Rating</b>	<p><b>Standard 9: Leadership and Collaboration</b> The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive</p>	
3	<p><b>The teacher:</b></p> <p>9.1 Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (9a, 9b, 9d, 9e). InTASC 10 CAEP 1.1, 3.3, 3.5</p> <p>9.2 Advocates for the learners, the school, the community, and the profession (9c). InTASC 9 CAEP 1.1, 3.3, 3.5</p>	<p><b>Comments and Suggestions</b> Taylor fits right in with the culture of our school. I have heard nothing but positive feedback from the teachers and administration at school. During conferences she spoke professionally to the parents and students. It is clear that Taylor believes in the mission of our school.</p>

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Standard 10: Professional and Ethical Behavior	
The teacher demonstrates the highest standard of legal, moral, and ethical conduct in compliance with federal and state rules and laws.	
3	<p><b>The teacher:</b></p> <p>10.1 Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (10a, 5f). InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6</p> <p>10.2 Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development (10b). InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6</p>
<p><b>Comments and Suggestions</b> Taylor is professional in all aspects of school. She upholds confidentiality and is very respectful of all sensitive matters. She is trustworthy and respectful in dealing with private student issues. Taylor has also been extremely professional in her attire at school and she is always on time for all school functions.</p>	
<p><b>GOALS:</b> Continue to experiment with the management/teaching style that works best for you.</p> <p>Continue to observe multiple classrooms/various grade levels to pick up new ideas/teaching strategies.</p>	
<p><b>GENERAL COMMENTS:</b> Our whole staff/faculty is sad to see Taylor Gustafson go! She has been such an amazing asset to our classroom and our school. The students are so sad to see her leave which shows the positive impact she has made on them. I believe Taylor will be an <u>exceptional</u> teacher wherever she chooses to go - she has a natural talent for teaching and a deep love for children. It was a pleasure to have her placed in my class this year.</p>	