

Return to Lindsey
by April 14

PRE K

Dispositions & Behaviors – Final

Student's Name Lindsey Arhart Date Completed 4-15-2010
Mo/Day/Yr.

Teacher's Name Laura Busch Grade Level PK

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished	Rating
Written Expression	Written work demonstrates frequent misspellings and/or grammatical errors	Writing is often unclear and disorganized	Organizes and expresses ideas clearly in writing	Frequently and effectively communicates in writing with peers, instructors, advisors, parents, and/or administrators	4
Critical Thinking Skills	Exhibits an inability to think critically	Struggles with initial analysis, synthesis, and evaluation of information	Poses probing questions and problems once issues are identified	Effectively distinguishes between relevant and irrelevant information efficiently	4
Tact Judgment (with peers/instructors)	Appears thoughtless: Insensitive to others' feelings and opinions	Limited sensitivity and diplomacy	Perceives what to do in order to maintain good relations with others and responds accordingly	Diplomatic: Sensitive to others' feelings and opinions	3
Collegiality	Works in isolation	Reluctant to share ideas and materials	Works effectively as part of a team	Willingly shares ideas and materials	3
Reflective Response to Feedback/Supervision	Defensive: Unreceptive to feedback	Receptive but does not implement suggestions	Receptive and adjusts performance accordingly	Solicits suggestions and feedback from others	3
Interaction-Students/Peers/Teacher/Others	Is sometimes antagonistic towards students/peers/others	Hesitant to work with students/peers/others	Relates easily and positively with students/peers/others	Outgoing: Actively seeks opportunities to work with students/peers/others	3
Desire to Improve Own Knowledge/Performance	No effort to improve own knowledge and performance	Expresses little interest in improving own knowledge & performance	Some effort to improve own knowledge and performance	Continually seeks new and better ways of teaching	3
Attitudes Toward Learners & Families	Makes negative comments about students' and families' abilities to learn	Treats students and families in a discriminatory manner.	Believes all students can learn	Seeks instructional strategies that provide opportunities for students to attain "higher order" learning outcomes	3

Comments:

Laura Busch

_____ likely to have a successful student teaching experience yes _____ no.

Teacher Signature

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PRE-STUDENT TEACHING FINAL EVALUATION

Student Lindsey Arhart

EXPLANATIONS AND COMMENTS: Please type; This form will be reproduced as it is submitted! (Please use space below for additional observations of performance or to clarify the competency ratings. Limit comments to space provided.)

Lindsey Arhart completed her pre- student teaching requirements in my inclusive preschool (4K) classroom during the spring semester of the 2009-2010 school year. She taught two lessons, an oral storytelling lesson and taught the question of the day for a week. While teaching, she was responsible for twelve students with various learning styles, rates, challenges, and strengths. Three students were identified with exceptional educational needs and had corresponding Individualized Educational Plans (IEPs). She also assisted with tasks such as classroom and material preparation, assisting students with tasks, and various classroom needs as they arose. A typical day in preschool involves whole group language time and story time, large and small group activity times, two play planning sessions where students build both self-regulation and literacy skills, and scaffolded early literacy playtimes, where the focus is on building language, self-regulation, and mathematical skills within the context of student-lead and developed play scenarios. Throughout the semester, Lindsey was able to see each part of our day. She completed each requirement as set by her university professors. She prepared the corresponding materials for her lessons, organized them, and was well prepared for teaching. She is very organized.

Lindsey's comfort level increased throughout the semester and she worked earnestly at involving herself with students during the time she spent in preschool. She learned many things about preschoolers and their development as well as about how preschool differs from grade-level teaching and curriculum. It is an important distinction to understand and I am glad that Lindsey was able to experience both preschool and fourth grade concurrently. It has given her more understanding of the wide range of development within a grade level and across the lower elementary grades. She is a serious student, who is dedicated to the teaching profession. I believe that she will work to be a successful student teacher when she receives her placement. I wish her much luck in her career.

University Supervisor Signature

Laura A Busch
Cooperating Teacher Signature

Date

Mineral Point Unified School
School District

Student Teachers/Interns: Please sign below to indicate that you have read the evaluation, not that you agree with it.

Lindsey Arhart
(Student Teacher Signature)

(Student has read evaluation.)

**UNIVERSITY OF WISCONSIN
PLATTEVILLE**

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PRE-STUDENT TEACHING FINAL EVALUATION

Student: Lindsey Arhart Semester: Spring Year: 2010

Subject Taught: PK Grade Taught: PK Hours Credit: _____

Key: **D = Distinguished** **P = Proficient** **B = Basic** **U = Unsatisfactory (Incomplete)** **NO = Not Observed**
 Performs as a competent, experienced student teacher Performs as a successful beginning student teacher Performs with minimal competency; regular supervision required Requires more education/practice SEE RUBRIC

<i>Please check each of the following competencies in the space that best represents your judgment of the student teacher's performance.</i>	D	P	B	U	NO
DOMAIN 1: PLANNING AND PREPARATION					
Demonstrates Knowledge of Content and Pedagogy		X			
Demonstrates Knowledge of Students		X			
Selects Instructional Goals		X			
Demonstrates Knowledge of Resources		X			
Designs Coherent Instruction		X			
Assesses Student Learning		X			
DOMAIN 2: THE CLASSROOM ENVIRONMENT					
Creates an Environment of Respect and Rapport		X			
Establishes a Culture for Learning		X			
Manages Classroom Procedures		X			
Manages Student Behavior		X			
Organizes Physical Space		X			
DOMAIN 3: INSTRUCTION					
Communicates Clearly and Accurately		X			
Uses Questioning and Discussion Techniques		X			
Engages Students in Learning		X			
Provides Feedback to Students		X			
Demonstrates Flexibility and Responsiveness		X			
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES					
Reflects on Teaching		X			
Maintains Accurate Records		X			
Communicates with Families		X			
Contributes to the School and District		X			
Grows and Develops Professionally		X			
Shows Professionalism		X			

OVERALL COMPETENCE: (Circle one)

A

B Incomplete

Student Teacher Initials
 (Student has read evaluation.)