

HOPE COLLEGE EDUCATION DEPARTMENT FIELD PLACEMENT EVALUATION

Level 2A

(for use with ED281, ED283, ED286)

STUDENT NAME: Kelsey Masserant COURSE: ED283 - LITERACY II

STUDENT ID #: 000312542 SEMESTER: SPRING 2012

COURSE INSTRUCTOR(S): Pam Stockinger

SUPERVISOR'S NAME: Wendy Colser GRADE: 6th SUBJECT AREA: _____

PLACEMENT (school or organization name): Saugatack Middle/High School

Hope's Education Department is committed to a *developmental approach* to field placements. We believe developing candidates need a wide range of experiences in the classroom in order to develop the knowledge, skills and dispositions of an effective teacher. We have divided the placements into three different levels. At LEVEL TWO-A, the teacher candidate is beginning to learn about and apply the teaching process. This evaluation form reflects the behaviors, dispositions and skills most applicable at this level. We hope to find students performing in the Proficient or Excellent ranges for most indicators at this level.

PROFESSIONAL DISPOSITIONS	EXCELLENT	PROFICIENT	DEVELOPING PROFICIENCY	UNSATISFACTORY	NOT OBSERVED
Demonstrates responsibility	✓				
Demonstrates maturity	✓				
Demonstrates respect	✓				
Demonstrates confidence	✓				
Demonstrates passion for teaching	✓				
Demonstrates personal integrity	✓				
Demonstrates fairness	✓				
TEACHER AS PERSON	EXCELLENT	PROFICIENT	DEVELOPING PROFICIENCY	UNSATISFACTORY	NOT OBSERVED
Energetic/enthusiastic	✓				
Takes initiative	✓				
Dependable	✓				
Flexible	✓				
EFFECTIVE COMMUNICATOR	EXCELLENT	PROFICIENT	DEVELOPING PROFICIENCY	UNSATISFACTORY	NOT OBSERVED
Uses active listening	✓				
Speaks clearly	✓				
Uses appropriate language with students	✓				
Expresses opinions appropriately	✓				
Uses correct grammar orally	✓				
Displays strong interpersonal skills	✓				
Builds rapport with students	✓				
Displays strong writing skills	✓				

EXCELLENT: Exhibits exceptional behavior/disposition/skill consistently and goes well beyond expectations.

PROFICIENT: Exhibits behavior/disposition/skill consistently.

DEVELOPING PROFICIENCY: Exhibits behavior / disposition / skill occasionally.

UNSATISFACTORY: Rarely exhibits behavior/disposition/skill and/or responds in an inappropriate manner.

Rubrics explanation website: <http://www.hope.edu/academic/education/fieldplacement/index.htm>

SCHOLARLY EDUCATOR	EXCELLENT	PROFICIENT	DEVELOPING PROFICIENCY	UNSATISFACTORY	NOT OBSERVED
Arrives on-time and prepared	✓				
Contributes ideas	✓				
Cooperates / responds to requests	✓				
Responds appropriately to critique	✓				
CURRICULUM DEVELOPER	EXCELLENT	PROFICIENT	DEVELOPING PROFICIENCY	UNSATISFACTORY	NOT OBSERVED
Connects learning theory to observed classroom practice	✓				
Describes attention to diversity	✓				
Describes instructional modifications for students with exceptionalities	✓				
PROBLEM SOLVER	EXCELLENT	PROFICIENT	DEVELOPING PROFICIENCY	UNSATISFACTORY	NOT OBSERVED
Identifies problems and analyzes mentor teacher's responses	✓				
DECISION MAKER	EXCELLENT	PROFICIENT	DEVELOPING PROFICIENCY	UNSATISFACTORY	NOT OBSERVED
Respects confidentiality of the classroom	✓				
Responds positively to diversity/exceptionality	✓				
Exhibits professional demeanor	✓				
Dresses appropriately	✓				
SCHOLARLY EDUCATOR	EXCELLENT	PROFICIENT	DEVELOPING PROFICIENCY	UNSATISFACTORY	NOT OBSERVED
Uses beginning professional language	✓				
Demonstrates understanding of course-related concepts	✓				
Recognizes uses of technology in education	✓				
Asks relevant questions	✓				

Use didn't have tons of time to talk, if so, I'm sure this would be excellent.

What strengths do you see in this student's work this semester?

Kelsey did well in her placement, especially since my second hour was a rough group. During her lessons, she was careful to use quick formative assessments in the form of "thumbs up; went over recall. Before the lesson, I tried to engage all kids in group discussions.
 What specific suggestions can you provide for this student's growth?
 Go with all new teachers, Kelsey needs to expand her behavior management "bag of tricks" to get to keep the attention of students. I suggest circulating more during indirect lessons, using wait time, and coming up with a phrase that gets them back on task.

Additional comments?

The proficient marks on the front will most likely mark as excellent as she advances through the program. Nice work! (1) I was impressed that she ~~was~~ related so well with middle schoolers after only having a few elementary placement. That is a

Does this placement represent a diverse (20% or more) experience? YES (NO)

Does this placement include exceptionalities? YES (NO)

Would you recommend this student be accepted into the Teacher Education Program?

Highly Recommend - consistently outstanding quality work

Recommend - quality work

Recommend with Reservation - variation in work quality

Not Recommended - unacceptable work

testament to her ability to build rapport w/kids and it will benefit her in special ed.

Supervisor's Name (print)

Wendy Colson

Supervisor's Signature

W. Colson

Student's Signature

Kelsey Massant

Student I.D. #

000312542

Date:

4/27/12

(In accordance with the Family Educational Rights and Privacy Act of 1974, this form is considered to be part of an open file and hence is accessible to the student. The student's signature indicates that this evaluation was read. It does not necessarily imply agreement. A separate statement may be attached.)

RECORD OF ATTENDANCE:

DATE	TIME	DATE	TIME	DATE	TIME
3/3/12	7:40-10:00	3/5/12	7:50-10:20	4/13/12	7:50-10:10
3/6/12	7:40-10:05	3/12/12	8:00-10:00	4/16/12	8:00-10:05
3/17/12	7:45-10:05	3/23/12	Spring Break (me)	4/20/12	8:00-10:05
3/24/12	SNOW DAY!	3/26/12	Spring Break (them)	4/27/12	7:40-10:05
3/2/12	7:45-10:05	4/6/12	7:40-10:10		

TOTAL HOURS IN PLACEMENT: 25 hours

Thank you for completing this evaluation. Please return it to: Pam Stockinger

Hope Education Department, P.O. Box 9000, Holland, MI 49422-9000 by Thursday, April 26, 2012