



Hope COLLEGE FINAL EVALUATION

HOPE COLLEGE STUDENT TEACHING ASSESSMENT CRITERIA PROFESSIONAL ABILITIES – LEVEL III

The following dimensions and criteria were developed from the Hope College Education Department's Professional Abilities, the State of Michigan's Standards for Entry-Level Teachers, the Michigan K-12 Curriculum Framework's Standards for Teaching and Learning, and Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (1996).

Student Teacher:	Kelsey Masserant			Cooperating Teacher:	Trish Kamer	
School Name:	Creekside Middle School			City, State & Zip Code:	Zeeland, MI 49461	
Grade Level:	6th grade resource room			Subject Area(s):	Language Arts, Math, Resource/Support	
Dates of Experience:	Start Date	1/7/14	End Date	5/2/14	College Supervisor:	Mary Wentworth

Description of student teaching setting (i.e. cultural/ethnic diversity, disabled/exceptional populations, community, etc.):

This placement consists of 33% Asian/Hispanic population and 67% Caucasian. Students have a variety of disabilities: LD, OHI, ADHD, EI, ODD, AI, S&L, OCD, Tourettes, Cognitive Disorder NOS

Please X the answer below:

Does this placement represent a diverse (20% or more racial/ethnic classroom population) experience?	YES: <input checked="" type="checkbox"/>	NO: <input type="checkbox"/>
Does this placement represent a diverse (20% or more low socio-economic classroom population) experience?	YES: <input type="checkbox"/>	NO: <input checked="" type="checkbox"/>
Does this placement include students with exceptional needs (students with disabilities and/or giftedness)?	YES: <input checked="" type="checkbox"/>	NO: <input type="checkbox"/>

The Hope College Education Department is committed to a developmental approach to all field experiences. We believe pre-service teachers need a wide range of experiences in the classroom in order to develop the knowledge, skills, and attitudes of an effective decision maker and teacher. Student teaching represents the culminating experience of the professional program. At Level III, the student teacher has opportunities to plan, implement, and evaluate professional decisions in the school setting. This evaluation form reflects the demonstration of the knowledge, skills, and attitudes we expect of Hope graduates.

Please rate the student teacher in each of these areas: Professional Dispositions, Teacher as a Person, Teacher as an Effective Communicator, Teacher as a Professional Collaborator, Teacher as a Curriculum Developer, Teacher as a Problem Solver, Teacher as a Decision Maker, and Teacher as a Scholarly Educator. Use the rating indicators listed below (criteria are described in the Student Teaching Handbook):

- 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.

	Excellent	Proficient	Developing Proficiency	Unsatisfactory	Not Observed
Professional Dispositions					
Demonstrates responsibility.	✓				
Demonstrates maturity.	✓				
Demonstrates respect.	✓				
Demonstrates confidence.	✓				
Demonstrates passion for teaching	✓				
Demonstrates personal integrity.	✓				
Demonstrates fairness.	✓				

	Excellent	Proficient	Developing Proficiency	Unsatisfactory	Not Observed
Teacher as Person					
Displays enthusiasm for the subject matter when teaching.	✓				
Displays a positive attitude when interacting with students.	✓				
Demonstrates a concern for others and is an advocate for students.	✓				
Displays friendliness and confidence when working with school personnel and parents.		✓			
Exhibits a commitment to and passion for the field of education.	✓				

	Excellent	Proficient	Developing Proficiency	Unsatisfactory	Not Observed
Effective Communicator					
Listens in a reflective, active manner.		✓			
Speaks articulately and with expression.	✓				
Writes at a professional level.	✓				
Expresses opinions in a tasteful, mature manner.	✓				
Gives clear directions and procedures.	✓				
Understands and uses technology for gathering and communicating ideas and information.	✓				
Professional Collaborator					
Works/plans with staff in an active and productive manner.		✓			
Seeks out opportunities to share and collaborate with others.		✓			
Displays leadership ability in appropriate settings in the classroom and school.	✓				
Modifies performance as a result of feedback from faculty, supervisors and parents.	✓				
Attends school and related activities, including district in-services.	✓				
Interacts in a professional manner with parents, colleagues, and administrators.	✓				
Collaboratively develops short & long term professional goals.	✓				
Curriculum Developer					
Applies knowledge of human growth, development and learning theories.	✓				
Creates a learning environment that promotes critical and higher order thinking.	✓				
Develops and uses assessments of students' prior knowledge and experiences that are congruent with instructional goals.	✓				
Plans effective lessons/units to meet diverse needs of students. (Cognitive, affective, social, & physical)	✓				
Uses multiple approaches in planning for instruction.	✓				
Presents knowledge of facts and concepts of the subject area at an appropriate student level.	✓				
Engages students in practical activities that demonstrate the relevance, purpose, and function of the subject matter.	✓				
Maximizes the use of instructional time by engaging students in meaningful learning experiences.	✓				
Assesses growth in student learning.	✓				
Evaluates and adjusts teaching.	✓				

	Excellent	Proficient	Developing Proficiency	Unsatisfactory	Not Observed
Curriculum Developer – cont'd.					
Critiques curriculum and instruction and adjusts goals to diverse needs of students.	✓				
Applies information of students' skills and knowledge to help develop the "whole" person.	✓				
Helps students access and use information, technology, and other resources to become independent learners and problem solvers.	✓				
Applies technology to instruction.	✓				
Problem Solver					
Demonstrates proactive practice in planning for classroom management and instruction.	✓				
Identifies student problems and implements appropriate strategies to address them.	✓				
Reflects on appropriateness/effectiveness of teaching strategies.	✓				
Identifies and uses current research practices in both the subject matter and instructional strategies.	✓				
Monitors and responds to student behavior.	✓				
Applies district/building policies.	✓				
Decision Maker					
Exhibits respectful, ethical, and professional demeanor.	✓				
Demonstrates and values the power of teacher as role model.	✓				
Evaluates and modifies personal and professional performance.	✓				
Demonstrates an ability to understand and respect varying points of view.	✓				
Engages in meaningful reflection of teaching.	✓				
Respects confidentiality of the classroom.	✓				
Scholarly Educator					
Demonstrates an understanding of individual differences of students.	✓				
Seeks and uses updated information and procedures.	✓				
Evaluates and selects appropriate educational materials.	✓				
Participates in professional activities.	✓				

Trish Kamer
 Cooperating Teacher, (please print name)
Trish Kamer 5-1-14
 Cooperating Teacher Signature Date
Kelsey Masserant 5-1-14
 Student Teacher (please print name)
Kelsey Masserant 5-1-14
 Student Teacher's Signature Date



Hope COLLEGE

FINAL STUDENT TEACHING SUMMARY EVALUATION

Student Teacher:	Kelsey Masserant			Cooperating Teacher:	Trish Kamer	
School Name:	Creekside Middle School			City, State & Zip Code:	Zeeland, MI 49464	
Grade Level:	6th grade resource room			Subject Area(s):	Language Arts, Math, Resource/Support	
Dates of Experience:	Start Date	1/7/14	End Date	5/2/14	College Supervisor:	Mary Wentworth

COOPERATING TEACHER'S SUMMARY COMMENTS: (comments can be made below or on school letterhead)

Kelsey has a great rapport with the students at Creekside. She teaches with an upbeat and fun personality and the students not only enjoyed learning, but felt comfortable taking risks. Kelsey was proactive in her behavior management. She used humor as she taught, and she transitioned through her lesson activities smoothly, which minimized down time and potential behavior problems.

Kelsey taught full time for four weeks during this placement. She planned for two Language Arts groups, a Math group, and two resource/support hours. Kelsey utilized CCSS, IEP objectives, and student learning styles to create meaningful lessons. She incorporated technology into her lessons daily. Kelsey worked on collaborating with general education teachers to support students in their content area classes during resource/support hour. This allowed her to help them with homework, re-teach difficult concepts, and study for upcoming tests and quizzes.

Kelsey used several district programs (GUM grammar, Sitton spelling, Holt Mathematics), but also supplemented these programs with appropriate materials and activities to teach concepts. Kelsey's lessons consistently included an informal assessment of student knowledge. She was very flexible in her teaching, stopping to review and reinforce when necessary.

A big strength for Kelsey is promoting higher level thinking skills in her students. While teaching, Kelsey would continually ask students things like, "Why do you think that?" "Why/how did you get that answer?" By doing this, she required students to go beyond the paper-pencil task and think, therefore applying their knowledge.

Kelsey worked hard this semester. She spent a lot of time outside of school preparing her lessons and activities. I would recommend Kelsey for any teaching position.

Trish Kamer
Cooperating Teacher (please print name)
Trish Kamer 5-1-14
Cooperating Teacher Signature Date

Kelsey Masserant
Student Teacher (please print name)
Kelsey Masserant 5-1-14
Student Teacher Signature Date

COLLEGE SUPERVISOR'S EVALUATION OF STUDENT TEACHER

**Hope College
Education Department
Holland, Michigan**

STUDENT: Kelsey Masserant

COLLEGE SUPERVISOR: Mary Elzinga Wentworth

STUDENT TEACHING GRADE: A-

COMMENTS:

Kelsey is a talented young woman who has a passion for young people. She engages in their lives striving to develop them as learners and individuals.

In the class, Kelsey developed lessons to meet the needs of her students. She was able to develop lessons the both math and language with a variety of activities to accommodate a variety of learning styles. The lessons used a good balance of technology and traditional delivery methods. Kelsey adapted her presentation and lessons to meet the needs of the students allowing them to reach the academic goals.

Kelsey demonstrated a solid command of her classroom. Her humor and relationship with students was a great tool for refocusing off task behavior. She was able to use the school wide system confidently and effectively. This allowed her class to be a productive and safe learning environment for all students.

There are so many qualities Kelsey possesses that will contribute to your school community in such a significant way. She is willing get involved with the school community especially using her coaching skills. Without a doubt she is self motivated, reflective with her teaching, and a lifelong learner.

I recommend you hire Kelsey to join your school community.

Signed: Mary Wentworth

Title: College Supervisor

Date: 5-10-14

In accord with the Family Educational Rights and Privacy Act of 1974, this form is considered part of an open file and hence is accessible to the student.