Appendix K Self evaluation from video taping

Southwestern Education Department

| <u> </u> | | | | | | | | | | | |
|---|-----------------------|----------|--------|------|----------|----|----------|----|--|----|----------|
| Name of student teacher Melissa Evers | | | | | | | | | | | |
| School Assignment Date of Vision | 217 11. | | | | | | | | | | |
| Subject taught Reacting Lesson Cooperating | g Teacher (s) | | | | | | | - | | | |
| College supervising teacher | | | | | | | | | | | |
| Ratings: Dispositions | | | | | 5 | 4 | 3 | 2 | 1 | _ | |
| 5. Exemplary | a) Creative | | | | | 1 | 1 | 3 | 2 | 1 | - |
| 4. Target | b) Flexible | | | | | | - | | | | _ |
| 3. Developing | c) Strong work ethi | c * | | | | 1 | 1 | - | | | <u> </u> |
| 2. Emerging | d) Values service to | | ers ' | ķ | | V | | | - | | |
| 1. Lacking | e) Respects and val | | | | | 1 | \vdash | | \vdash | | - |
| NF not a focus area | f) Respects others' | | | | | 7 | | | | | |
| NA not applicable during the observation | positions | Idou | o univ | u | | V. | ļ | | | | |
| 111 not applicable during the observation | g) Is open to constr | uctiv | e fe | edba | ıck | V | | | | | |
| * Check | h) Practices reflecti | | | | | V | | | | | |
| | ed school community | - | | | | L | L | L | <u> </u> | ll | |
| Skills | | | | | | | | | | | |
| Goal 1. Possess wisdom of practice | | | | | | | | | | | |
| | | 5 | 4, | 3 | 2 | Гі | | | | | |
| a) Utilizes best practice | | | V | | | | | | | | |
| b) Plans instruction based on effective teaching strategies | | | | | | | | | | | |
| c) Articulates the reasons for the choice of instructional activities | | | V | | | | | | | | |
| d) Can identify major teaching concepts in content areas | | V | | | | | | | | | |
| e) Seeks information from diverse sources | | V | - | | † | | | | | | |
| Goal 2. Facilitate student learning | | | | | | | | | | | |
| | | 5 | 4 | 3 | 2 | 1 | | | | | |
| a) Locates and manages resources | | V | | | | | | | | | |
| b) Problem-solves effectively | | | V | | | | | | | | |
| c) Effectively manipulates learning environments | | | V | | | | | | | | |
| d) Uses effective classroom management procedures | | | | V | | | | | | | |
| e) Uses a variety of means to assess student progress | | | V | | | | | | | | |
| f) Can make necessary curricular adaptations to meet individual student needs | | V | | T | | | | | | | |
| g) Incorporates scope and sequence in lesson planning | | V | • | | | | | | | | |
| h) Uses a variety of technology tools to improve instruction | | | , | | | | | | | | |
| i) Makes effective use of instructional time | | | V | | | | | | | | |
| Goal 3. Ability to interact effectively. | | | | | | | | | | | |
| | | 5 | 4 | 3 | 2 | 1 | | | | | |
| a) Can use a variety of communication styles | | | | | | | | | | | |
| b) Establishes rapport with students, professionals, and parents | | | | | | | | | | | |
| c) Writes clearly and effectively, using appropriate grammar | | | | | | | | | | | |
| d) Speaks clearly with appropriate grammar and communicates ideas with confidence | | V | / | | | | | | | | |
| e) Treats children and adults fairly | | V | | | | | | | | | |
| | | | | | | | | | | | |
| Strengths noted: | Suggestions for | impr | ove | ment | s | | | - | | | |
| 1 - | 100 | - | | | | | 3 4 | | | | |
| Having students act out | Uinimiz | 20 | U | 14e | VI | up | tiu | ns | à. | | |
| Transfer day to the state of the | | | | | | 1 | | | | | |

Appendix K

| Southwestern Education Department | ron ruco uping |
|--|-------------------------------------|
| Name of student teacher Melissa Evers | |
| School Assignment Date of Visit | 3-18-14 Time (duration) 12-3:00 |
| Subject taught <u>Peacling Lesson 2</u> Cooperating | Teacher (s) |
| College supervising teacher | |
| Ratings: | Dispositions 5 4 3 2 1 |
| 5. Exemplary | a) Creative |
| 4. Target | b) Flexible |
| 3. Developing | c) Strong work ethic * |
| 2. Emerging | d) Values service to others * |
| 1. Lacking | e) Respects and values diversity |
| NF not a focus area | f) Respects others' ideas and |
| NA not applicable during the observation | positions |
| | g) Is open to constructive feedback |
| * Check | h) Practices reflection |
| with extende | d school community |
| Skills | |
| Goal 1. Possess wisdom of practice | |
| | 5, 4 3 2 1 |
| a) Utilizes best practice | V, |
| b) Plans instruction based on effective teaching strategies | V |
| c) Articulates the reasons for the choice of instructional activities | V ₁ |
| d) Can identify major teaching concepts in content areas | V |
| e) Seeks information from diverse sources | V |
| Goal 2. Facilitate student learning | |
| | 5, 4 3 2 1 |
| a) Locates and manages resources | |
| b) Problem-solves effectively | |
| c) Effectively manipulates learning environments | |
| d) Uses effective classroom management procedures | |
| e) Uses a variety of means to assess student progress | |
| f) Can make necessary curricular adaptations to meet individual str | udent needs |
| g) Incorporates scope and sequence in lesson planning | <u>_</u> |
| h) Uses a variety of technology tools to improve instruction | |
| i) Makes effective use of instructional time | |
| Goal 3. Ability to interact effectively. | T5[4]2[2]1 |
|) C | 5 4 3 2 1 |
| a) Can use a variety of communication styles | |
| b) Establishes rapport with students, professionals, and parents | |
| c) Writes clearly and effectively, using appropriate grammard) Speaks clearly with appropriate grammar and communicates ide | age with confidence |
| e) Treats children and adults fairly | as with communic |
| e) Treats children and addits fairly | |
| Strengths noted: | Suggestions for improvements |
| Rendina Wexpression. | Better time management. |
| Reading w/ expression. Use of computers. | Learn ways to reduce student |
| | |
| 47 | interruptions. |

Appendix K Self evaluation from video taping

| Southwestern Education Department | ition fr | om video taping | | | | | | | | | | |
|---|----------------------|----------------------|----------|-------------|----------|----|------|----|---|---|---|-------|
| Name of student teacher Melissa Ever | ys_ | | | | e | | | | | | | |
| School Assignment Date of | f Visit _s | 3-24-14 Tim | ne (du | ıratio | on) _ | 85 | 1011 | 80 | | | | |
| School Assignment Date of Subject taught Reading Lesson 3 Cooper | erating [| Γeacher (s) | | | | | | | Š | | | |
| College supervising teacher | | | | | | | | | | | | |
| Ratings: | ſ | Dispositions | | | | | 5 . | 4 | 3 | 2 | 1 | |
| 5. Exemplary | + | a) Creative | ******** | ··········· | | | V | | | | • | |
| 4. Target | Ī | b) Flexible | | | | | 1/ | | | | | |
| 3. Developing | Ī | c) Strong work eth | ic * | | | | 1 | | | | | |
| 2. Emerging | Ī | d) Values service t | | ers * | : | | V | | | | | |
| 1. Lacking | Ī | e) Respects and va | | | | | V | | | | | |
| NF not a focus area | Ī | f) Respects others' | | | | | , | | | | | |
| NA not applicable during the observation | | positions | | | | | V , | | | | | |
| 8 | | g) Is open to const | ructiv | e fe | edba | ck | V, | | | | | |
| * Chec | ck | h) Practices reflect | | | | | V | | | | | |
| | | school community | | | | | | | | | | |
| Skills | | | | | | | | | | | | |
| Goal 1. Possess wisdom of practice | | | | | | | | | | | | |
| | | | 5, | 4 | 3 | 2 | 1 | | | | | |
| a) Utilizes best practice | | | V, | | | | | | | | | |
| b) Plans instruction based on effective teaching strategies | 1 5 | | V | , | | | | | | | | |
| c) Articulates the reasons for the choice of instructional activ | vities | | | V | | | | | | | | |
| d) Can identify major teaching concepts in content areas | 8. 74 | | V, | | | | | | | | | |
| e) Seeks information from diverse sources | | | V | | | | | | | | | |
| Goal 2. Facilitate student learning | | | | | | | | | | | | |
| | | | 5, | 4 | 3 | 2 | 1 | | | | | |
| a) Locates and manages resources | | | V | | | | | | | | | |
| b) Problem-solves effectively | | | A) a | V. | | 8 | 9.7 | | | | | |
| c) Effectively manipulates learning environments | | | , | V | | 7 | 21 | | | | | |
| d) Uses effective classroom management procedures | | | V | - | | | | | | | | |
| e) Uses a variety of means to assess student progress | | | V | | | 3 | | | | | | |
| f) Can make necessary curricular adaptations to meet individual student needs | | | VI | | | | | | | | | |
| g) Incorporates scope and sequence in lesson planning | | | V | | | | 9 9 | | | | | |
| h) Uses a variety of technology tools to improve instruction | | | V | | | | | | | | | |
| i) Makes effective use of instructional time | | | V | | | | | | | | | |
| Goal 3. Ability to interact effectively. | | | | | | | | | | | | |
| | | | 5 | 4 | 3 | 2 | 1 | | | | | |
| a) Can use a variety of communication styles | | | | | | | | | | | | |
| b) Establishes rapport with students, professionals, and parents | | | V | | | | | | | | | |
| c) Writes clearly and effectively, using appropriate grammar | • | | V, | | | | | | | | | |
| d) Speaks clearly with appropriate grammar and communicates ideas with confidence | | V | • | | | | | | | | | |
| e) Treats children and adults fairly | | | V | | | | | | | | | |
| | | | 1 | ¥ , | V Harris | 77 | | | | | | ***** |
| | | 2 1 0 | | | | | | | | | - | |

Reading in grayps.
Explaining process of writing an imaginary narrative.

Suggestions for improvements

Buck up plan when smartboard isn't worlaing properly.
Try not to get too flustered when things do not go as planned.

Appendix K Self evaluation from video taping

| Southwestern Education Department | evaluation j | rom viueo iuping | | | | | | | | | | |
|---|----------------|----------------------|--|--------|------------|-------|-----------|----|-----|-------------|-------|--|
| Name of student teacher Melissa | Evers | | | | | 0 | | | | | | |
| School Assignment | Date of Visit | 3-25-A Tim | e (du | ıratio | on) _ | 10 | -31 | 00 | | | | |
| Subject taught Reading Lesson 4 | _ Cooperating | Teacher (s) | | | | | | | | | | |
| College supervising teacher | | | | | | | | | | | | |
| Ratings: | | Dispositions | **** | | man de mar | | 5. | 4 | 3 | 2 | 1 | |
| 5. Exemplary | | a) Creative | | | | | V | | _ | _ | - | |
| 4. Target | | b) Flexible | | | | | V | | | $\neg \neg$ | | |
| 3. Developing | | c) Strong work eth | ic * | | | | V | | | | | |
| 2. Emerging | | d) Values service t | | ers * | : | 37.53 | V. | | | | | |
| 1. Lacking | | e) Respects and va | lues | diver | sity | | V | | | | | |
| NF not a focus area | ž. | f) Respects others' | idea | s and | i | | V | | | | | |
| NA not applicable during the observation | | positions | | | | | | | | | | |
| | | g) Is open to constr | ructiv | e fe | edba | ck | V. | | | | | |
| | * Check | h) Practices reflect | ion | | | | 1 | | | | | |
| | with extended | d school community | | | | | | | | | | |
| Skills | | | | | | | | | | | | |
| Goal 1. Possess wisdom of practice | | | | | | | | | | | | |
| | | | 5 | 4 | 3 | 2 | 1 | | | | | |
| a) Utilizes best practice | | | | | | | | | | | | |
| b) Plans instruction based on effective teaching strat | | | V | | | | | | | | | |
| c) Articulates the reasons for the choice of instruction | nal activities | | V | | | | r | | | | | |
| d) Can identify major teaching concepts in content a | reas | | V | | | | | | | | | |
| e) Seeks information from diverse sources | | | V | | | | | | | | | |
| Goal 2. Facilitate student learning | | | | 1 | | | | | | | | |
| | | | 5 | 4 | 3 | 2 | 1 | | | | | |
| a) Locates and manages resources | | | | V. | | | | | | | | |
| b) Problem-solves effectively | | | | V, | | 1 | | | | | | |
| c) Effectively manipulates learning environments | | | V, | Nac 1 | | | | | | | | |
| d) Uses effective classroom management procedures | | | V | | | | | | | | | |
| e) Uses a variety of means to assess student progress | | V, | 2 | | | | | | | | | |
| f) Can make necessary curricular adaptations to meet individual student needs | | V | | | 1,3 | 1 | | | | | | |
| g) Incorporates scope and sequence in lesson planning | | V | | | | | | | | | | |
| h) Uses a variety of technology tools to improve instruction | | NA | , | 1 1 | 1 | 1 | | | | | | |
| i) Makes effective use of instructional time | | | <u></u> | Y | | | | | | | | |
| Goal 3. Ability to interact effectively. | | | | | | | | | | | | |
| | | | 5 | 4 | 3 | 2 | 1 | | | | | |
| a) Can use a variety of communication styles | | V | | | | | | | | | | |
| b) Establishes rapport with students, professionals, and parents | | V | | 12 | | | | | | | | |
| c) Writes clearly and effectively, using appropriate grammar | | V, | | | | | | | | | | |
| d) Speaks clearly with appropriate grammar and communicates ideas with confidence | | V | <u>, </u> | | | | | | | | | |
| e) Treats children and adults fairly | | V | <u> </u> | | | | | | | | | |
| | <u> </u> | | | | | | | | | | | |
| Strengths noted: | | Suggestions for | | | | | | | | 1 | 411 | |
| Hande - leavening with |) | Roller tic | w.D | m | nn | MAG | om | en | + 6 | CIZ | ı (IS | |

Hands on learning with having students participate in Boom Town Day of their businesses.

Better time management skills. Have plenty of supplies on hand.