

Department of Education

**STUDENT TEACHING** EDUC 431, 435, 437, 441, 443, ML 442, 444, SEDU 411

**FINAL EVALUATION/RECOMMENDATION**

Miss Elaina Wilkinson

Mrs. Sasala

3/15/24

Student Teacher

Cooperating Teacher(s)

Date

Dr. Samantha Fecich

Completed by Cooperating Teacher or **College Supervisor** (circle one)

Grove City College

School/School District

Science, Math, SEL

[ 114 ]

[100]

Subject(s)/Grade(s)

Total Observation Hours

Total Teaching Hours

For each competency, please place an "x" in the appropriate performance column based on the scale below. For those very few exceptional areas of outstanding strengths, place a "+", rather than an 'x', in the "4" column.

**Performance Scale:**

- 4** Competency equal to that of a beginning teacher, functions independently.
- 3** Competency is well developed, needs minimal direction
- 2** Competency is somewhat developed; needs direction
- 1** Competency is beginning to be developed; needs constant supervision.
- 0** Competency is NOT demonstrated at this time.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Planning and Preparation:</b> <i>Student Teacher's performance appropriately demonstrates:</i>	-	-	-	-	-
Knowledge of content.	X				
Knowledge of pedagogy.	X				
Knowledge of Pennsylvania's Common Core/Academic Standards.	X				
Knowledge of students and how to use this knowledge to impart instruction.	X				
Use of resources, materials, or technology available through the school or district.	+				
Instructional goals that show a recognizable sequence with adaptations for individual student needs.	X				
Assessments of student learning aligned to the instructional goals and adapted as required for student needs.	X				
Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals.	X				
<b>Classroom Environment:</b> <i>Student Teacher's performance appropriately demonstrates:</i>	-	-	-	-	-
Expectations for student achievement with value placed on the quality of student work.	X				
Attention to equitable learning opportunities for students.	X				
Appropriate interactions between teacher and students and among students.	+				
Effective classroom routines and procedures resulting in little or no loss of instructional time.		X			
Clear standards of conduct and effective management of student behavior.		X			
Appropriate attention given to safety in the classroom to the extent that is under the control of the student teacher.		X			
Ability to establish and maintain rapport with students.	+				
<b>Knowledge of Content/Teaching Strategies:</b> <i>Student Teacher's performance appropriately demonstrates:</i>	-	-	-	-	-
Knowledge of content and pedagogical theory through their instructional delivery.	+				
Instructional goals reflecting Pennsylvania's Common Core/Academic Standards.	+				
Communications of procedures and clear explanations of content.	X				
Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs.	X				
Use of questioning and discussion strategies that encourage many students to participate.	X				
Engagement of students in learning and adequate pacing of instruction.	X				
Feedback to students on their learning.	X				
Use of informal and formal assessments to meet learning goals and to monitor student learning.	X				
Flexibility and responsiveness in meeting the learning needs of students.	X				
Integration of disciplines within the educational curriculum.	X				
<b>Professional Responsibilities:</b> <i>Student Teacher's performance appropriately demonstrates:</i>	-	-	-	-	-
Knowledge of school and district procedures and regulations related to attendance, punctuality and the like.	X				
Knowledge of school or district requirements for maintaining accurate records and communicating with families.	X				
Knowledge of school and/or district events.	X				
Knowledge of district or college's professional growth and development opportunities.	X				

Integrity and ethical behavior, professional conduct and stated in <u>Pennsylvania Code of Professional Practice and Conduct for Educators</u> ; and local, state, federal laws, and regulations.	+				
Effective communication, both oral/written with students, colleagues, paraprofessionals, related service personnel & administrators.	X				
Ability to cultivate professional relationships with school colleagues.	X				
Knowledge of Commonwealth requirements for continuing professional development and licensure.	X				

**NARRATIVE EVALUATION AND RECOMMENDATION:**

Provide explanation or illumination of ratings on the front of this evaluation. Describe the student teacher’s unique capabilities and area(s) of improvement, especially those not addressed on the front of this form. Please type, as this will become part of the student’s permanent file.

I recommend Miss Elaina Wilkinson for any teaching position or opportunity she may pursue. As a student teacher, she consistently demonstrated exceptional teaching abilities and a strong commitment to student learning and growth.

Using Danielson's Framework for Teaching as a guide, I have observed Miss Wilkinson exhibit proficiency across multiple domains. Here are some specific instances that highlight her exemplary teaching practices:

- Planning and Preparation: Miss Wilkinson demonstrates thorough planning and preparation by incorporating multimedia resources, such as videos, to enhance student engagement and understanding. She effectively integrates pre- and post-viewing questions to scaffold student learning and promote a deeper comprehension of the content.
- Classroom Environment: Miss Wilkinson creates a positive and conducive learning environment by fostering collaboration and providing necessary materials, such as clipboards and pencils, to ensure the smooth execution of activities. She actively monitors classroom noise levels and implements strategies to maintain an appropriate learning atmosphere, considering neighboring classes.
- Instruction: Miss Wilkinson employs various instructional strategies to cater to diverse learning needs, including small-group activities, hands-on experiments, and whole-class discussions. She effectively structures activities and provides clear directions to guide students through the learning process, ensuring active participation and understanding.
- Professional Responsibilities: Miss Wilkinson demonstrates professionalism in appearance, demeanor, and conduct, reflecting a deep commitment to the teaching profession. She actively seeks feedback, participates in practicum experiences, and engages in ongoing professional development to continually enhance her teaching practice.

Furthermore, Miss Wilkinson consistently engages students in meaningful learning experiences, encourages active participation, and provides timely feedback to support student growth. She demonstrates flexibility and adaptability in addressing student needs and effectively manages classroom dynamics to maximize learning opportunities.

Miss Wilkinson actively contributes to the school community and engages in extracurricular activities, reflecting her passion for education beyond the classroom.

Miss Wilkinson possesses the skills, dedication, and enthusiasm necessary to excel as a professional educator. She has exhibited outstanding potential and a genuine commitment to student success, making her an invaluable asset to any educational institution.

If you have any further questions or require additional information, please get in touch with me.

Signature of Cooperating Teacher OR College Supervisor *(sign and circle identity)*

Date 3/15/24

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I have read and understood the contents of this evaluation.

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Signature of Student Teacher

10/23/23

Date