



# Assessment Details

## 3.1 Meyer, Allison

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ASSESSOR [Klemisch, Robert \(external\)](#)

TYPE Manual

TOC n/a












INSTRUMENT [\\*\\*Student Teaching Observation Tool](#)






**OVERALL COMMENT:** University Supervisor: Allison completed her student teaching experience in fifth grade at Solheim Elementary School in Bismarck, ND. She developed a great rapport with her students and they responded favorably to her instruction. She was able to maintain a positive classroom environment using effective management techniques. Technology was used frequently and in an effective manner. She works well with others and has a genuine desire to be a good teacher. She's not afraid to put in the work necessary to be successful. She is ready to begin her teaching career.









Cooperating Teacher: Allison has finished her time at Solheim Elementary in fifth grade. She made quite an impact on my students. They will definitely miss her, as she made many strong connections with the kids. They benefited from having her as their student teacher, not just academically, but in all areas. Allison is a natural when it comes to being an educator. She is insightful, positive, creative, innovative, and her number one priority is the students. She will make a great educator.


### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Lessons and instruction were developmentally appropriate. She did a great job planning lessons that suited the needs of all students.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	She did a good job of questioning students to find out about their prior knowledge.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	She was able to meet the needs of ALL students. She built a great relationship with the students and built that into her teaching strategies.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0  4.0	All students were treated fairly. She did a fantastic job treating the students with respect and meeting their academic needs.
Creates a safe and respectful environment for learners		1.0  4.0	She maintained a safe and respectful environment for her students. Very early in her teaching she was able to make connections with students and built a solid foundation with the students.
Structures a classroom environment that promotes student engagement		1.0  4.0	She worked at keeping her students engaged.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	She had a good rapport with her students and could clearly communicate her expectations.
Responds appropriately to student behavior		1.0  4.0	She was able to redirect and address inappropriate student behaviors. She used many different strategies to support students when they struggled with behaviors in class.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0  4.0	Technology was used frequently.
Effectively teaches subject matter		1.0  4.0	Her lessons were effectively presented and executed.
Guides mastery of content through meaningful learning experiences		1.0  4.0	
Integrates culturally relevant content to build on learners' background knowledge		1.0  4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0  4.0	She shows great growth in this area, especially in math when she used relevant examples showing the need to learn a skill.
Designs activities where students engage with subject matter from a variety of perspectives		1.0  4.0	She used a variety of teaching approaches to engage ALL students during lessons.

Criterion	Description	Score	Comments
Accesses content resources to build global awareness		1.0  4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0  4.0	Some collaboration was observed. Through our PBL project we created together, we were able to implement sustained inquiry and use the 4 C's to guide student learning.
Uses multiple methods of assessment		1.0  4.0	Used observation, checkpoints, small group, 1 on 1, formal written, and paper/pencil assessments, depending on the subject.
Provides students with meaningful feedback to guide next steps in learning		1.0  4.0	Feedback was given during small group and individual instruction.
Uses appropriate data sources to identify student learning needs		1.0  4.0	Allison used previous work and test scores to place students in the appropriate groups for differentiated instruction.
Engages students in self-assessment strategies		1.0  4.0	Applied this frequently during small group math lessons.
Connects lesson goals with school curriculum and state standards		1.0  4.0	Her lessons aligned with standards and she used school curriculum resources.
Uses assessment data to inform planning for instruction		1.0  4.0	Informal assessments observed. On a daily basis, student data was used to create lessons and make plans for where to take the students next.
Adjusts instructional plans to meet students' needs		1.0  4.0	Adjustments were made on a daily basis with teacher reflection and sometimes during the actual lessons as needed.
Collaboratively designs instruction		1.0  4.0	During prep time she and her cooperating teacher created lessons together that would best support the students' various learning styles in the classroom.
Varies instructional strategies to engage learners		1.0  4.0	Differentiated instruction is used on a daily basis to provide each student with the support they need.

Criterion	Description	Score	Comments
Uses technology appropriately to enhance instruction		1.0  4.0	She used technology frequently and in an effective manner.
Differentiates instruction for a variety of learning needs		1.0  4.0	Differentiation was noticeable during group math and reading time.
Instructional practices reflect effective communication skills		1.0  4.0	She could communicate well with fifth grade students. Having built such great relationships with the students, her conversations with the students flowed nicely.
Uses feedback to improve teaching effectiveness		1.0  4.0	Allison was very open to feedback on her instruction and had many questions. On a daily basis, she and her cooperating teacher would meet to reflect on lessons, and where improvement was needed and what was successful.
Uses self-reflection to improve teaching effectiveness		1.0  4.0	Each day she reflected on her lessons to support the next day's lesson, as well as making adjustments to continue to find ways to provide the students with the most efficient lesson. Her reflections got better as the experience progressed.
Upholds legal responsibilities as a professional educator		1.0  4.0	She is very professional and keeps student informational confidential.
Demonstrates commitment to the profession		1.0  4.0	She was always ready and prepared each day. She has a passion for teaching and learning. She will make a fantastic educator.
Collaborates with colleagues to improve student performance		1.0  4.0	She and her cooperating teacher met twice weekly to provide support for all student and classroom concerns. When time allowed other staff members were also involved. She and her cooperating teacher met multiple times a day to plan, collaborate, make adjustments where needed, and reflect on lessons together.

Criterion	Description	Score	Comments
Collaborates with parent/guardian/advocate to improve student performance		 <p>1.0 3.0 4.0</p>	Conferences will be a great place for Allison to meet parents and discuss next week if she is able to make arrangements with her next cooperating teacher. She was able to sit in on some meetings with parents and did a fantastic job providing her insights at the meetings.

Annotated Documents

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