

Final Evaluation of Trinity Christian College Teacher Candidate by College Supervisor

Date of evaluation: 5/3/10

Evaluator: Todd Shafer

Intern: Collin Barnes

Intern ID: CB18182

School: Lockport High School

School Code: 208

Grade Level of Placement: 9-12

Subject Area/s Taught: History/Social Studies

Special Education Placement: No

School Type: Public

Type of Placement: 9-12

Internship Type: End of 17-week placement

Use the following rubric to select the appropriate box.

Exemplary - Consistently goes well beyond what might be expected of a teacher candidate at this level of experience

Proficient - Meets and may often go beyond what might be expected of a teacher candidate at this level of experience

Basic - Usually meets or approaches what might be expected of a teacher candidate at this level of experience

Unsatisfactory - Does not meet what might reasonably be expected of a teacher candidate at this level of experience

Unable to Assess- Not applicable to the situation or not observed

Personal and professional dispositions

14. Moral and personal integrity Displays ethical behavior, an attitude of service, and respects the rights and feelings of others:

15. Sensitivity to diversity Displays fairness, caring, and belief that all students can learn: **Exemplary**

16. Intellectual curiosity and scholarship Shows interest in learning, engagement in class and subject matter: **Exemplary**

17. Professionalism Displays self-confidence, initiative, a positive attitude, enthusiasm for teaching; is punctual and dependable; seeks proficiency in spoken and written communication: **Exemplary**

18. Cooperation Uses tact and respect in relationships with others; works to develop collaboration and rapport with colleagues, students, parents/guardians, and the community: **Exemplary**

19. Professional growth and development Is adaptable, open to constructive input; shows willingness to learn and grow professionally: **Exemplary**

20. Comments on the intern's personal and professional dispositions: Mr. Barnes has maximized his experiences and Lockport. He has implemented and practiced effective teaching strategies. He has met all of his responsibilities and made every effort to implement the philosophies of the Social Studies department at Lockport.

Intern's knowledge, skills & ability to promote learning

21. Creates learning experiences and applies instructional strategies appropriately to make the content meaningful to all students: Exemplary

22. Is able to make connections between subject matter and broader understanding of the world beyond the classroom: **Exemplary**
23. Prepares for teaching: **Exemplary**
24. Designs instructional strategies and appropriate learning environments based upon knowledge of the students and the community: **Proficient**
25. Knows the central concepts and structures of the discipline: **Exemplary**
26. Designs instruction and appropriate learning environments based upon curricular goals and the central concepts, knowledge, and structure of the discipline: **Exemplary**
27. Selects and/or develops appropriate technology-based tools to support instruction, extend communication, perform routines, and become more productive in daily tasks: **Proficient**
28. Explains and questions well; encourages the development of critical thinking, problem-solving, and performance skills: **Exemplary**
29. Is able to “think on his/her feet”: **Exemplary**
30. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation: **Proficient**
31. Demonstrates awareness of how individuals grow, develop, and learn, and of theories that explain the physical, psychological, social, and moral development of students: **Proficient**
32. Encourages student participation that fosters active inquiry and collaboration in the classroom: **Exemplary**
33. Transitions efficiently and effectively between activities: **Proficient**
34. Sets clear expectations for behavior; maintains effective classroom management; shows good judgment in balancing rapport with control: **Exemplary**
35. Monitors and evaluates student progress effectively; uses various formal and informal assessment strategies to support the continuous development of all students: **Proficient**
36. Evaluates how choices and actions affect students, parents, and other professionals in the learning community: **Proficient**
37. Builds a sense of community in the classroom providing learning experiences that support the development of all students – socially, personally, and intellectually: **Exemplary**
38. Models effective reading, writing, speaking, and listening skills during direct and indirect instructional activities: **Exemplary**
39. Develops each student's ability to read, write, speak and listen to his or her potential: **Exemplary**
40. Uses appropriate media technologies to enhance and maximize student learning: **Proficient**
41. Has a positive impact on all his/her students’ learning: **Proficient**

42. Maintains useful and accurate records of student work and performance to communicate progress to students, parents, and colleagues: **Proficient**

43. Use assessment results to identify student learning needs and modify instruction: **Exemplary**

44. Appropriately uses a variety of formal/informal assessments to evaluate individual and group understanding, progress, and performance: **Proficient**

45. Explains assessments to students and encourages students to set realistic goals: **Unable to assess**

53. Comments on the intern's ability to promote learning: Mr. Barnes understands how to peak the curiosity of high school age students. He challenges their critical thinking skills through the use of primary and secondary documents. He has learned how to effectively use the assigned textbook that insures the students are making the best use of it.

54. General Comments: Mr. Barnes has the skliis and talents to be an excellent social studies instructor