Keene State College Teacher Candidate Dispositions Assessment

	Teacher Candi	date Dispositions Assessment
eacher C	andidate's Name Sacah	Titus Date \$15/11
rogram_		Completing the Form: (please print) Dr. Fifni Destani
Comment of the second	ip to the Teacher Candidate: (please choo	
. o M	ourse Instructor ethods/Practicum Instructor ther Professional Educator (please describe)	College Supervisor Site Supervisor
he purpos	se of this assessment is to obtain a variety of	professional evaluations of the dispositions (behaviors and attitudes) of ints in their pre-service training. These dispositions are based on both am and research-based educational preparation literature.
Key: (see 1	reverse for further explanation and rubric) eptable (does not demonstrate this disposition	D- Developing (occasionally demonstrates this disposition) on) A - Acceptable (consistently demonstrates this disposition)
	The above-n	amed Teacher Candidate
E TOUR POTON TO A STATE OF THE	Professional Dispositions	omments: (Rating of U.or D requires a comment)
D A	exhibits clear and accurate communication skills (e.g., listening, writing, speaking)	
DA	works cooperatively and collaboratively	
DA	presents appropriate professional appearance/demeanor	Excellents
D (A)	exhibits enthusiasm and passion for students and teaching	Definelly over time you smiled more
U DA	5. is committed to lifelong learning and service to the community	Yes (
U DA	demonstrates clear understanding of legal and moral obligations of the profession	
Rating	Per sonal Dispositions:	
U DA	1. demonstrates understanding of and is open to diverse perspectives	Even intervened at on fr. Nice Job?
D (A)	2. demonstrates respect, empathy, and caring for others	
U D A	3. accepts responsibility for own actions	
U D	4. is present, punctual, and prepared	
U D A	5. demonstrates consistent integrity and honesty	
A	6. exhibits willingness to work diligently	GVcolland!

Signature of person completing form

Signature of teacher candidate

KSC SUMMATIVE CLINICAL EVALUATION FORM

KSC Supervisor A. Hall Depart Program Sec !!	agne High Grade 9-12
sarah Titus KSC Sup	don School Kee
Date 16 5/11 Teacher Candidate	Cooperating Teacher Jean Can

The state of the s		
(1, 2, 3)*	I. PLANNING AND PREPARATION FOR	Comments
	INSTRUCTION	
0	A. Demonstrates knowledge of students and school	pained all Newesti)
2	context	
c	B. Demonstrates knowledge of content and associated	
2	pedagogy	
7	C. Demonstrates planning of instructional	
7	goals/activities/ assessments/learning outcomes	
(1, 2, 3)*	II. CREATING A LEARNING ENVIRONMENT	Comments
2	A. Creates an environment of respect and rapport	
2/2	B. Manages routines and procedures	C C C C C C C C C C C C C C C C C C C
210	C Manages student behavior	المرابع المراب
2 2 3/10	III INSTRUCTION	Conments
2	A. Activates and maintains engagement	
1	B. Demonstrates flexibility and responsiveness	1 to who to beginning teachers
1 "	C. Facilitates activities	
2	D. Demonstrates effective pacing and timing	yes cherru
(1, 2, 3)*	IV. PROFESSIONAL RESPONSIBILITY	Confirments
	A. Demonstrates clear and accurate communication	
2	with all audiences	
0	B. Exhibits professional interactions and pursues	Tree
n	professional development	
N/A	C. Utilizes technology	
3	D. Reflects on practice	
"See rithr	*See mitric on reverse side of this document	

Signature (Student): Date:

Please circle the appropriate point of evaluation: Mid-term evaluation

Please circle the appropriate clinical setting:

Methods/Practicum

Signature (Cooperating Teacher or KSC Supervisor):

Student Teaching Final evaluation

Other

Other.

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	Exceeds Expectations (3)	Thorough understanding of school context; developmental character of age group; different approaches to teaming based on individual needs; students prior knowledge; and/or indexes & cultural heritage.	Solid content knowledge, pedagogical practice reflects best practice	Clear standards-based goals; wide variety of appropriate activities; assessment congruent with goals and clear criteria for students, multiple armonomiate learning outcomes one.	Creates pervasive cavironment of respect: exemplary student-fraction and student-student interactions evident	Organized routines; systems in place for efficiently handling non-instructional activities	Standards of conduct established with student collaboration, alert and responsive to all student behaviors; safety of all students assured	Consistent use of complete & clear agends, prior innowledge of all students activated; enthusiasm for content, broad variety of questioning strategies; all students involved; commanding presence.	Lesson adjusted as needed to meet all student needs, high quality, consistent feedback that fosters interaction.	Wide vanity of activities that challenge students to construct knowledge; relevant and authentic activities utilizing many resources; all activities relevant to content/standards	Class begins on time, effective transitions; seamless lesson flow; consistent lesson closures	Clear, appropriate, and accurate written and oral language directed to a specific saidience	Supportive/cooperative relationships w/colleagues; volunteers for & contributes to school activities; seeks opportunities for professional development; consistent professional appearance/demeanor	Embraces technology as an instructional tool; instructs students in the use of technology and designs activities employing technology	Accurately assesses lesson effectiveness and cites specific examples, makes specific suggestions for improvements for instruction and learning.
ssment Kubric	Meets Expectations (2)	Accurate brawledge of school context, developmental character of age group, different approaches to learning based on individual needs, students' prior knowledge; and/or interests & cultural beniage	Basic content knowledge, basic associated pedagogical knowledge.	Goals clear & standards-based, suitable activities; assessment congruent w/ goals; appropriate learning outcomes met	Fosters environment of respect appropriate student teacher and student student interactions evident	Efficient, minuted loss of time on non- instructional activities	Standards of conduct established: aware of and responsive to misconduct; safety of all students assured	Agenda visible and referenced, prior knowledge activated, enthusiasm for content, variety of questioning techniques; most students involved, maintains student focus	Accommodation of student needs evident; appropriate feedback offered	Variety of activities utilizing quality instructional materials/resources, activities relevant to content/standards	Class generally begins on time; some transitions; relatively smooth lesson flow; inconsistent use of closure	Audible, legible, appropriate haguage for a specific audience, clarifications readily available	Cordial relationships w/colleagues; participates in school activities when acted; participates in some convenient professional development activities; generally professional	Some use of technology in instruction	Generally accurate impression of lesson effectiveness; makes a few general suggestions for change
NOC CUMICAL Assessment Kubric	Needs Improvement (1)	Minimal knowledge of school context, developmental character of age group, different approaches to learning based on individual needs; students' prior knowledge; and/or interests it cultural heringe.	Many content errors, does not clarify student errors or misconceptions	Goals unclear or not standards-based, intelevant or unsuitable activities; assessment incongruent with goals; unclear learning outcomes	Allows for disrespectful environment: student- teacher or student-student interaction is prestive, demeaning, or age mappropriate	Time lost due to mefficiency, unaccessary time spent on non-matructional activities	Minimal standards of conduct, student behavior not monitored, response to misbehavior inconsistent; safety of students compromised	No agenda available or inconsistent use of agenda, little or no prior knowledge activated, minimal questioning techniques, few students involved/focused; hele of enthusiasm for content	Rigid or unresponsive to student questions and/or needs; inadequate feedback	Insufficient variety of learning activities; instructional materials/resources lacking and/or of poor quality, activities not referant to content/standards	Untimely start of class, no planned transitions, no adjustment of lesson flow, no closure	Unclear, inappropriate or inaccurate printen or oral communication that is not clearly directed to a specific audience	ns w/colleagues are negative of self- involvement in school activities; little stional development activities; mal appearance/demeanor	Little or minimal use of technology in the classroom	Effectiveness of instruction not articulated or is unotear as to changes needed in instruction
	一年 一大学 一大学 一大学 一大学	Knowledge of Students and School . Context	Knowledge of Content & Associated Pedagogy	Instructional Goals/ Activities/ Assessments/ Learning Outcomes	Respect/Rapport	Managing Routines & Procedures	Managing Student Behavior	Activating & Maintaining Engagement	Flexibility/Responsiveness	Activities	Pacing & Timing	Clear & Accurate Communication with All Audiences	Professional Interactions & Pursuit of Professional Development	Use of Technology	Reflective Practice
-	8	d Preparing	ns ga meni	Planni	strung Inon	naori	Creativ		notion	usul			essional onsibility		

KEENE STATE COLLEGE PHYSICAL EDUCATION Final Evaluation Report* - Secondary Practicum

Teacher: Miss	Condon		Sarah Titus		Date: 4/(2/1/	
Grade: 9-12	Activity:	Soccer Un	11	School	K. H.S.	

PROFESSIONAL BEHAVIOR	observed	NASPE standard	Notes
satisfactory attendance/punctuality	1	6.3	
conduct displays professionalism	1	6.3	
shows appropriate grooming for professional appearance	1	6.3	1 +1
displays energy, enthusiasm, and an active lifestyle	1	6.3	Great.
actively participates in the professional physical education community and within the broader education field	N/A	6.2	
shows respect and sensitivity to others	1	6.4	
is sensitive to strengths/weaknesses, multiple needs, learning styles, & experiences of learners	1	6.1	
uses reflection to critique teaching performance, set goals, and implement change	1	5.3	

PLANNING	observed	NASPE standard	Notes
displays satisfactory unit planning including block planning	V	3.1	
displays satisfactory lesson planning	1	3.1	
plans reflect attention to the range of NASPE Standards	1	3.2	.,
plans reflect knowledge of content and pedagogy		1.5	C H
plans incorporate developmentally appropriate activities for the range of learners	1	3.5	Great.
planned activities reflect lesson objectives	1	3.3	
planned activities provide for challenge and success for various learners	1	3.6	
plans show use of a variety of resources to provide for active and equitable learning experiences		3.4	
planning includes provision for assessment of student learning	N/A	5.1	

ESTABLISHING AN EFFECTIVE LEARNING ENVIRONMENT	observed	NASPE standard	Notes
uses a variety of strategies to promote respect, rapport, and communication among students	V	4.6	
manages routines and procedures that promote an effective learning environment		4.5	Somewere better han others
management techniques promote safety, on-task behavior, and maximize learning time	1	4.5	Dala What
transitions are smooth and contribute to maximizing learning time	10-	4.5	- than others
organizes and manages resources to provide active and equitable learning experience	NA	3.4	W. 10 1. 16)
displays enthusiasm and motivates students toward physically active lifestyles	/-	6.1	Yes! Good work(i)
uses a variety of means to engage students in learning in and outside the physical education class	N/A	6.1	
implements a positive discipline plan	NIA	4.6	

INSTRUCTION	observed	NASPE	Notes
		standard	5.4 . 10
directions are clear and brief	7.0_	4.1	Challenged a bit
uses language appropriate to students' level		4.1	- 11 81
projects voice adequately for learning environment	\ \ \ -	4.1	-Excellent.
pacing of communication promotes effective learning		4.1	0
provides effective demonstrations/explanations of motor skills & activities	1-	21,42	HES & NO
instructional cues and prompts facilitate learning and performing skills and activities	1	4.2	
nonverbal communication supports instruction		4.1	
provides effective feedback	V-	15,43	-orest
effectively uses questions to promote student learning, critical thinking, and responsibility		5.2	
is responsive to student needs		4.4	

EVIDENCE OF STUDENT LEARNING	observed	NASPE standard	Notes
student learning is evident for all lesson objectives	N/A	5.2	
uses a variety of appropriate authentic and traditional assessment techniques for formative and summative assessment	MA	5.2	

In my judgment, I recommend	the following grade:			
Exceeds Expectations	Meets Expectations	Does not meet expectations	Signature	Date

* many components from this observation report are taken from Charlotte Danielson's Framework for Effective Teaching

post observation notes:

COMMENDATIONS

-Great Voice Inflexion & demanding attention!

- Good work minimizing transition/management time who cones

- Great Movement during activities & specific feedback allsing names! (3) "Alex"

RECOMMENDATIONS

- Cones would eliminate lane

- Be clear on whether switching lines I not to avoid unevent

- Length was a bit much, also width was challenging Coverestimated skill level)

- Renember to position pinnes

- Planning groupings critical

Student Teaching Goals:

W/A

Notebook:

NA

Final Notes:

- Did a good job overace!
- Struggled a bit in closing activity but you tried to fix the problem & Perservered

KEENE STATE COLLEGE PHYSICAL EDUCATION

Final Evaluation Report* - Secondary Practicum

Teacher:	MIZS CondON		Practicum Student Savah Titus		Date: 4/29/11		
Grade: _	9-12	Activity:	Soccer		School	11 110	

PROFESSIONAL BEHAVIOR	observed	NASPE standard	Notes
satisfactory attendance/punctuality	V,	6.3	
conduct displays professionalism	/	6.3	_much Better
shows appropriate grooming for professional appearance	V.	6.3	_much petter
displays energy, enthusiasm, and an active lifestyle	V	6.3	
actively participates in the professional physical education community and within the broader education field	NIA	6.2	
shows respect and sensitivity to others	V.	6.4	
is sensitive to strengths/weaknesses, multiple needs, learning styles, & experiences of learners	V.	6.1	
uses reflection to critique teaching performance, set goals, and implement change	1	5.3	

PLANNING	observed	NASPE standard	Notes
displays satisfactory unit planning including block planning	V.	3.1	1
displays satisfactory lesson planning	V.	3.1	4 Nice LASTER)
plans reflect attention to the range of NASPE Standards	V.	3.2	7 Nice LESSON Plans
plans reflect knowledge of content and pedagogy	V.	1.5	Planu
plans incorporate developmentally appropriate activities for the range of learners	V	3.5	
planned activities reflect lesson objectives	1	3.3	THE PROPERTY OF
planned activities provide for challenge and success for various learners		3.6	
plans show use of a variety of resources to provide for active and equitable learning experiences	V.	3.4	
planning includes provision for assessment of student learning	V	5.1	

ESTABLISHING AN EFFECTIVE LEARNING ENVIRONMENT	observed	NASPE standard	Notes
uses a variety of strategies to promote respect, rapport, and communication among students		4.6	
manages routines and procedures that promote an effective learning environment		4.5	
management techniques promote safety, on-task behavior, and maximize learning time		4.5	0
transitions are smooth and contribute to maximizing learning time	V	4.5	(SOOD
organizes and manages resources to provide active and equitable learning experience	V.	3.4	
displays enthusiasm and motivates students toward physically active lifestyles	V,	6.1	Deterrious
uses a variety of means to engage students in learning in and outside the physical education class	V,	6.1	Very Preterrious
implements a positive discipline plan	1	4.6	

INSTRUCTION	observed	NASPE standard =	Notes
directions are clear and brief	1/-	4.1	Beswe towning
uses language appropriate to students' level		4.1	everyone Tatteath
projects voice adequately for learning environment		4.1	
pacing of communication promotes effective learning	V.	4.1	
provides effective demonstrations/explanations of motor skills & activities		2.1, 4.2	000000000000000000000000000000000000000
instructional cues and prompts facilitate learning and performing skills and activities	V	4.2	是是是是一种的人,但是一种的人的。
nonverbal communication supports instruction	V,	4.1	
provides effective feedback	V,	1.5, 4.3	国际企业企业
effectively uses questions to promote student learning, critical thinking, and responsibility	VI	5.2	
is responsive to student needs	V	4.4	

EVIDENCE OF STUDENT LEARNING	observed	NASPE standard	Notes
student learning is evident for all lesson objectives	/	5.2	
uses a variety of appropriate authentic and traditional assessment techniques for formative and summative assessment	MK	5.2	

* many components from this observation report are taken from Charlotte Danielson's Framework for Effective Teaching In my judgment, I recommend the following grade:								
Exceeds Expectations	Meets Expectations	Does not meet expectations	Signature	Date				

post observation notes:

COMMENDATIONS

- Good patience (Allawed 15 to enjoy the naimup)

-Good Job on behavioracy SKill, & Strategy expectations

- Nice Joban Feedback (try to be more specific)

-Spacing was good (created a good amont of throwins)

RECOMMENDATIONS

- Make sure you gain everyone's attention fast

Blow whistle when outer bounds comes up (did it overare but not initiately)

- "Raise your hand if you know the answer to..."

Student Teaching Goals:

Notebook:

Final Notes:

Godd Querru Nice Job this senester