

## View results

Respondent

1 Anonymous

69:30

Time to complete

### Student Information

1. Student Name:

2. Date:

3. Semester:

Fall

Spring

4. Student Teaching Experience

Mid Term Evaluation

Final Evaluation

### Student Evaluation

Please evaluate the candidate on the following characteristics and check whether the candidate is meeting expectations, developing, not met, or not observed. Please provide evident of your evaluations.

5 GIKENDAASOW N – Knowing Knowledge

To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth. \*

Disposition: Integrates Content and Pedagogical Knowledge Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:

Not Observed

Not Met

Developing

Meets Expectatio

•Technology: Use technology effectively to improve student learning.

•Theory to Practice: Applies current theory, research, and best practices to improve one's professional practice as a teacher.

•Critical and Connected Thinking: Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.

•Reflective Practice: Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.

6. Professional Outcome: Content and Pedagogical Knowledge

- To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing. \*

Please Provide any evidence to this disposition

recognized when he needed to learn more about the content he was preparing to teach. He would pre-read text and find resources to help make text accessible to students. He would also recognize, as an English language learner, when he needed to clarify his own understanding of language. He also modeled for students his own learning with students to help instill the value of learning.

7. GWAYAKWAAD ZIWIN – Living a Balanced Way

To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action. \*

Disposition: Communication and Collaboration Teacher candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.

	Not Observed-0	Needs Improvement-1	Developing-2	Meets Expectations-3
<p>Reflective Collaboration: Uses insights and inspiration of others to improve practice and can occur in:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Mentoring Programs</li> <li>• Peer Observations</li> <li>• Critical Friends Groups</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<p>Community Involvement: Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<p>Communication : Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms.</p>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

8. Professional Outcome: Community and Collaboration

• To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community. \*

Please provide any evidence to this disposition

reached out to other staff members for ideas and support, he communicated with his team of educators including paraprofessionals, interventionists, and other support staff. also actively participated in parent-teacher conferences in the spring.

9 ZOONGIDE'EW N – Strong Hearted

ons

To provide a foundation on which we build and strength n each teacher candidate’s resilience, innova ion, and passion. \*

Disposition: Vision and Leadership Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.

	Not Observed-0	Needs Improvement-1	Developing-2	Meets Expectatio -3
•Demonstrates skills and qualities that lead to meaningful change.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
•Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
•Listens and responds to community needs and understands cultural norms as opportunities for growth and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

10. Professional Outcome: Transformational Leadership

•To increase the teachers’ leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society. \*

Please provide any evidence to this disposition

11 AANGWAAMIZ WIN – Diligence and Caution

To develop teacher candidates’ capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life. \*

Disposition: Ethical Behavior Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.

Not Observed-0	Needs Improvement-1	Developing-2	Meets Expectations-3
----------------	---------------------	--------------	----------------------

1 .

•Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.



•Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota a Code of Ethics for Teachers.



•Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).



12. Professional Outcome: Ethical Practitioner

•To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs. \*

Please provide any evidence to this disposition

I could trust [redacted] to listen to student needs and be discreet with any student information.

3 DEBWEW N – Honesty and Integrity

Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others. \*

Disposition: Data-Informed Practice Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.

Not Observed-0

Needs Improvement-1

Developing-2

Meets Expectations-3

•Uses student data to plan and implement instructional strategies and activities.


•Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.

•Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the student.

14. Professional Outcome: Assessment and Use of Data

•To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development. \*

Please provide any evidence to this disposition

 was learning how to use screening data as well as daily formative assessments in math to guide his instruction.

### 5 ZAAGI' ID WIN – Loving and Caring

To encourage the teacher candidates' development of healthy, caring relationships built on respect for all. \*

Disposition: Equity, Social Justice, and Inclusion Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.

	Not Observed-0	Needs Improvement-1	Developing-2	Meets Expectations-3
•Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
•Advocates for and supports Indigenous and other diverse communities and individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
•Respects the dignity and essential worth of all individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
•Interacts with sensitivity to community and cultural norms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
•Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
•Promotes the diversity of opinions, ideas, and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

### 16. Professional Outcome: Diversity

Promote teachers' acceptance and respect of the diversity within their school, community and environment. \*

Please provide any evidence to this disposition

sought to know each student's individual story throughout his student teaching experience.

7 ZHAWEN NDIWIN – Compassion

To encourage teacher candidates to develop an empathic appreciation of the arts and humanities as a way to understand the human experience \*

Disposition: Life-long Learner Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

	Not Observed-0	Needs Improvement-1	Developing-2	Meets Expectations-3
Demonstrates commitment to professional development and intellectual curiosity.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Practices current skills while demonstrating ability to adapt and develop new skills.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Actively participates or fosters the positive professional learning environment within the school community as well as the school-home relationships.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes various professional contexts, resulting in more informed decision-making about professional practice.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Professional Outcome: Generation of New Knowledge

To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values. \*

Please provide any evidence to this Disposition

Spent time getting to know people and asked questions to help himself better understand each individual.