

STUDENT TEACHER FINAL EVALUATION



EVANGEL UNIVERSITY

1111 N. Glenstone Avenue
Springfield, Missouri 65802

Name of Student _____ Fall _____ Spring _____ Summer _____ Date _____

Cooperating Teacher _____ School _____

University Supervisor _____ Level _____ Grades or Courses _____

Directions: Each of the qualities listed below is divided into three sections. Each section is divided into two degrees and numbered from 5 *the highest* to 0 *the lowest* rating. Please draw a circle around the number which best describes the student teacher.

I. ACADEMIC PREPARATION

A. ACADEMIC COMPETENCE	5 Excellent mastery of subject; relates subject to other academic disciplines.	4	3 Fair knowledge of subject; somewhat lacking in depth.	2	1 Inadequate knowledge; unfamiliar with supporting content.	0
B. PLANNING	5 Instructional plans are clearly stated and attainable.	4	3 Evidence of planning; plans need to be more explicit.	2	1 Instructional plans are not well-designed.	0
C. INSTRUCTIONAL OBJECTIVES	5 Clearly stated in behavioral terms; capable of being achieved and evaluated.	4	3 Fairly well-stated; ultimate goals and evaluative techniques somewhat unclear.	2	1 Poorly stated objectives; lacks insight regarding students' behavior.	0
D. INSTRUCTIONAL MATERIALS	5 Materials are well-organized; utilized in a logical manner.	4	3 Materials are fairly well-organized.	2	1 Materials are poorly organized; little evidence of preplanning.	0
E. INSTRUCTIONAL METHODS AND ACTIVITIES	5 Methods and activities appropriate to content and objectives.	4	3 Methods and activities somewhat appropriate to content and objectives.	2	1 Methods and activities lack relevance to content and objectives.	0
F. REFLECTIVE PRACTICE / STUDENT LEARNING	5 Reflects on practice to improve student learning.	4	3 Connection between reflection and student learning is evident.	2	1 Is not able to meaningfully reflect on practice.	0
G. COMMUNICATION SKILLS	5 Excellent verbal and nonverbal communication skills; explanations clear; vocabulary appropriate.	4	3 Average verbal and nonverbal communication skills; fair ability to explain.	2	1 Frequent errors in verbal and nonverbal communication; vague explanations.	0
H. DISCUSSION / QUESTIONING STRATEGY	5 Questions and discussions challenging; interesting and stimulating; high student participation.	4	3 Questions and discussions frequently lack depth; average student participation.	2	1 Questions and discussions are without purpose; low student participation.	0
I. CLASSROOM MANAGEMENT SKILLS	5 Efficient management; students are attentive and display behavior appropriate to setting.	4	3 Satisfactory organization; some behavioral problems.	2	1 Poor organization; many behavioral problems.	0
J. EVALUATION TECHNIQUES	5 Uses assessment to inform; proper testing and grading procedures.	4	3 Evaluation procedures lack variety; not always relevant to instruction.	2	1 Evaluation procedures are poor; little relevance to instruction.	0

II. HUMAN RELATIONS/PERSONALITY

A. INTERPERSONAL RELATIONSHIPS	5 Demonstrates sensitivity, cooperation, willingness to listen and acts on suggestions.	4	3 Is fairly cooperative and sensitive. Will listen to suggestions.	2	1 Lacks sensitivity and cooperation. Seems easily disturbed by criticism or suggestions.	0
B. MOTIVATION AND INTEREST	5 Displays enthusiasm; sustains class interest; sensitive to class reactions; uses appropriate reinforcements.	4	3 Average class interest; motivational techniques need improvement.	2	1 Insensitive to class reactions; cannot sustain interest; uses inappropriate reinforcements.	0

III. VALUE SYSTEM/PROFESSIONALISM

A. CHARACTER TRAITS	5 Highly dependable, prompt and adaptable.	4	3 Usually demonstrates dependability, promptness and adaptability.	2	1 Seems to lack dependability and adaptability.	0
B. INITIATIVE	5 Recognizes problems and seeks positive solutions.	4	3 Average initiative; takes action when solutions are suggested.	2	1 Lacks initiative; must be constantly guided.	0
C. PERSONAL APPEARANCE	5 Neatly and appropriately dressed; well-groomed.	4	3 Appearance fair; makes average impression.	2	1 Careless in dress; unkempt.	0

IV. WELLNESS

A. EMOTIONAL STABILITY	5 Exhibits a stable, well-balanced emotional makeup.	4	3 Generally exhibits a stable, well-balanced emotional makeup.	2	1 Exhibits some extremes in behavior.	0
B. PHYSICAL WELLNESS	5 Exhibits physical wellness and energy.	4	3 Is fairly healthy and energetic.	2	1 Lacks energy and stamina.	0

V. MULTICULTURAL AWARENESS

A. INDIVIDUAL DIFFERENCES	5 Provides for individual differences of students; uses multilevel assignments and materials.	4	3 Little provision for individual differences; multilevel approach not extensive.	2	1 Disregards individual differences of students.	0
B. CULTURAL AWARENESS	5 Instruction builds on and connects with students' culture and background.	4	3 Instruction demonstrates some evidence of sensitivity to cultural differences.	2	1 Instruction shows no evidence of sensitivity to cultural differences.	0

Please check appropriate descriptor of the student teacher's performance.

- Student teacher displays proficient classroom instruction and management skills of a beginning teacher.
- Student teacher has major flaws in classroom management and/or instruction skills. As a beginning teacher, the student shows potential but would benefit from intensive mentoring during the first year of teaching.
- Student teacher does not display competence in classroom management or instruction skills. The student teacher is not capable of beginning a teaching career without additional instruction.

Comments: _____

Signed _____ **Position** _____ **Date** _____