

STUDENT TEACHER FINAL EVALUATION

Evangel University
1111. N. Glenstone Avenue
Springfield, Missouri 65802

Date:

Name of Student: _____ Semester: Fall _____ Spring _____ Summer _____

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 check the number that best describes the student teacher.

I. ACADEMIC PREPARATION

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

II. HUMAN RELATIONS/PERSONALITY

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

III. VALUE SYSTEM/PROFESSIONALISM

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

IV. WELLNESS

EMOTIONAL STABILITY	5 <input type="checkbox"/> Exhibits a stable, well-balanced emotional makeup.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Generally exhibits a stable, well-balanced emotional makeup.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Exhibits some extremes in behavior.	0 <input type="checkbox"/>
PHYSICAL WELLNESS	5 <input type="checkbox"/> Exhibits physical wellness and energy.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Is fairly healthy and energetic.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Lacks energy and stamina.	0 <input type="checkbox"/>

V. MULTICULTURAL AWARENESS

INDIVIDUAL DIFFERENCES	5 <input type="checkbox"/> Provides for individual differences of students; based on the belief all students can learn.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Little provision for individual differences; multilevel approach not extensive.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Disregards individual differences of students.	0 <input type="checkbox"/>
CULTURAL AWARENESS	5 <input type="checkbox"/> Instruction builds on and connects with students' culture and background.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Instruction demonstrates some evidence of sensitivity to cultural differences.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Instruction shows no evidence of sensitivity to cultural differences.	0 <input type="checkbox"/>

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:

Cooperating Teacher: _____ Date: _____