

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.	

