



FINAL EVALUATION OF STUDENT TEACHER – FORM F

AMERICAN UNIVERSITY
WASHINGTON, D.C.

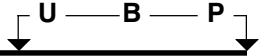
PERSON COMPLETING FORM (please check):

Cooperating Teacher University Supervisor Student (self-evaluation)

Name: _____ Date: _____

School: _____ Grade / Discipline: _____

Cooperating Teacher: _____ University Supervisor: _____



GENERAL COMPETENCY ONE
Planning and Preparation / Instruction

The student teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge of Content – Teacher displays content knowledge and makes connections between the content and other parts of the discipline and other disciplines.

Knowledge of Prerequisite Relationships – Teacher’s plans and practices reflect understanding of prerequisite relationships among topics and concepts.

Knowledge of Content-Related Pedagogy – Pedagogical practices reflect current research on best pedagogical practices within the discipline with anticipation of student misconceptions.

Representation of Content – Representation of content is appropriate and links well with students’ knowledge and experience.

GENERAL COMPETENCY TWO
Planning and Preparation

The student teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual and personal development.

Knowledge of Characteristics of Age Group – Teacher displays understanding of typical developmental characteristics of age group as well as exceptions to general patterns.

Resources for Students – Teacher is aware of resources available through the school or district and knows how to gain access for students.

Suitability for Diverse Students – Goals are suitable for students in the class.

Balance – Goals reflect different types of learning and opportunities for integration.

GENERAL COMPETENCY THREE
Planning and Preparation

The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge of Students’ Varied Approaches to Learning – Teacher displays understanding of the different approaches to learning that students exhibit.

Knowledge of Students’ Skills and Knowledge – Teacher displays knowledge of students’ skills, knowledge for groups of students’, and recognizes the value of this knowledge.

Knowledge of Students’ Interests and Cultural Heritage – Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.

GENERAL COMPETENCY FOUR
Planning and Preparation / Instruction

The student teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Learning Activities – The learning activities are suitable to students and instructional goals. Progression of activities in the unit is even, and activities reflect recent professional research.

Instructional Materials and Resources – Materials and resources support the instructional goals, and engage students in meaningful learning.

Instructional Groups – Instructional groups are varied, as appropriate to the different instructional goals.

Lesson and Unit Structure – The lesson or unit has a defined structure around which activities are organized. Time allocations are reasonable.

Resources for Teaching – Teacher is aware of resources available through the school or district.

GENERAL COMPETENCY FIVE
The Classroom Environment / Instruction

The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Management of Instructional Groups – Tasks for group work are organized, and groups are managed so students are engaged.

Management of Transitions – Transitions occur smoothly, with minimal loss of instructional time.

Management of Materials and Supplies – Routines for handling materials and supplies occur smoothly with minimal loss of instructional time.

Performance of Non-Instructional Duties – Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.

Expectations – Standards of conduct are clear to students.

Monitoring of Student Behavior – Teacher is alert to student behavior.

Response to Student Misbehavior – Teacher response to misbehavior is appropriate, and respectful of the student’s dignity.

Teacher Interaction with Students – Teacher-student interactions are friendly and demonstrate warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.

Student Interaction – Student interactions are polite and respectful.

Safety and Arrangement of Furniture – The classroom is safe, and the furniture arrangement is a resource for learning activities.

Accessibility to Learning and Use of Physical Resources – Teacher uses physical resources skillfully, and learning is equally accessible to all students.



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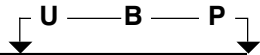
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GENERAL COMPETENCY SIX <i>Instruction</i>	The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Directions and Procedures – Teacher directions and procedures are clear to students and contain an appropriate level of detail.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Oral and Written Language – Teacher’s spoken language is audible, and written language is legible. Vocabulary is appropriate to students’ age and interests.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Quality of Questions – Teacher’s questions are of high quality. Adequate time is available for students to respond.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Discussion Techniques – Classroom interaction represents true discussion, with teacher stepping to the side, when appropriate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Student Participation – Teacher engages students in the discussion.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Quality: Accurate, Substantive, Constructive and Specific – Feedback is high quality.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Timeliness – Feedback is provided in a timely manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

GENERAL COMPETENCY SEVEN <i>Planning and Preparation / The Classroom Environment / Instruction</i>	The student teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Value – Goals are valuable in their level of expectations, conceptual understanding and in importance of learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Clarity – Goals are clear and permit viable methods of assessment.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Student Pride in Work – Students accept teacher insistence on work of high quality and demonstrate pride in that work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Expectations for Learning and Achievement – Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Activities and Assignments – Activities and assignments are appropriate for students. Students are cognitively engaged in them.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instructional Materials and Resources – Instructional materials and resources are suitable to the instructional goals and engage students mentally.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Structure and Planning – The lesson has a defined structure around which the activities are organized. Pacing of the lesson is appropriate for students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Lesson Adjustments – Teacher makes minor adjustments to a lesson when necessary and adjustments occur smoothly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Response to Students – Teacher accommodates students’ questions or interests.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

GENERAL COMPETENCY EIGHT <i>Planning and Preparation / Instruction</i>	The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
Congruence with Instructional Goals – Instructional goals are assessed through the proposed approach in a suitable manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Criteria and Standards – Assessment criteria and standards are clear, and have been communicated to students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use for Planning – Teacher uses assessment results to plan for individuals and groups of students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Persistence – Teacher seeks approaches for students who have difficulty learning, possessing a repertoire of strategies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Student Progress in Learning – Teacher’s system for maintaining information on student progress is effective.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

GENERAL COMPETENCY NINE <i>Professional Development / Reflection</i>	The student teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Accuracy – Teacher assesses a lesson’s effectiveness and the extent to which it has achieved its goals. Teacher can cite general references to support the judgement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use in Future Teaching – Teacher makes specific suggestions of what he/she may try another time.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Enhancement of Content Knowledge and Pedagogical Skill – Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

GENERAL COMPETENCY TEN <i>Professional Responsibility</i>	The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
Service to the School – Teacher volunteers to participate in school events, making a contribution.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Information about the Instructional Program – Teacher provides information to parents, as appropriate, about the instructional program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Information about Individual Students – Teacher communicates with parents about students’ progress on a regular basis and is available as needed to respond to parent concerns.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Engagement of Families in the Instructional Program – Teacher engages families in the instructional program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

SIGNATURE OF EVALUATOR, POSITION, AND DATE



FINAL EVALUATION OF STUDENT TEACHER – FORM F

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- Cooperating Teacher
- University Supervisor
- Student (self-evaluation)

Name: _____ Date: _____

School: _____ Grade / Discipline: _____

Cooperating Teacher: _____ University Supervisor: _____

Written Summary and Evaluation (Include specific evidence where appropriate)



FINAL EVALUATION OF STUDENT TEACHER – FORM F

DIRECTIONS

The ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) provide the framework for the performance evaluation of student teachers. They encompass the four major goals of the School of Education Teacher Education Program:

- A. Mastery of knowledge pertinent to elementary or secondary teaching.
- B. Mastery of teaching skills pertinent to effective instruction.
- C. Development of attitudes and values pertinent to effective instruction.
- D. Development of one's role as a professional educator.

For each area please place a check in the box that best describes the level of performance of the student teacher (see below for explanation). Checks can be placed between categories to indicate plus or minus. At the conclusion of the evaluation, please complete the one page narrative.

Levels of Performance:

Each element of a component has three levels of performance: unsatisfactory, basic and proficient. The levels range from describing student teachers who are still striving to master the rudiments of teaching (unsatisfactory), to accomplished student teachers who demonstrate consistently high teaching skills (proficient).

Unsatisfactory (U):

The student teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the student teacher to grow and develop in this area.

Basic (B):

The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is usually successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the student teacher to become proficient in this area.

Proficient (P):

The student teacher clearly understands the concepts underlying the component and implements it consistently in a highly effective manner.¹

¹ All definitions of competency areas and levels of performance are adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, a 1996 publication of the Association for Supervision and Curriculum Development.