

**Peru State College
School of Education**

Student-Teaching Evaluation

Date: _____
 Please check one:
 Midterm Evaluation
 Final Evaluation
 Completed by:
 Cooperating Teacher
 College Supervisor
 Student Teacher

Student teaching is recognized as the capstone experience for teacher candidates. In a supervised setting, candidates will accept greater responsibilities and eventually become beginning classroom teachers. The teacher education program at Peru State College is designed to develop teacher candidates who will be exemplary educators and reflective decision makers. Only through a careful performance analysis and evaluation process can the candidates reflect upon their own actions and the actions of others to improve their knowledge, skills, and dispositions. This evaluation form focuses on five areas identified by the School of Education as the key components of the conceptual framework for the teacher education unit. The numbered items in each area are the standards that comprise the conceptual framework.

As you fill out the form, please keep in mind that most student teachers start out with a combination of emerging or intermediate skills and gradually progress to a combination of intermediate and proficient skills. We expect that only about five to ten percent of candidates will demonstrate truly distinguished characteristics in any given category. Please use the numbered ratings listed below. If a rating of “N/A” seems appropriate, a number rating must also be listed or it reverts to a rating of “zero”.

Please be candid; the evaluation should provide an accurate assessment, not necessarily encouragement. The ratings below are not used to assign a letter grade, but instead are used to provide honest feedback to assist in the candidate’s development.

_____ **Name of Student Teacher / Teacher Candidate** _____ **Grade Level / Content Area**

1 - Novice	2 - Emerging	3 – Intermediate	4 - Proficient	5 - Distinguished
Rarely exhibits or does not exhibit targeted behavior. Needs constant feedback. Relatively insecure. Not ready for unsupervised classroom performance.	Periodically demonstrates targeted behavior, often tentatively. Needs frequent feedback but shows signs of developing confidence.	Frequently demonstrates targeted behaviors, sometimes requires guidance or direction. Fairly confident and classroom ready but may need periodic guidance.	Demonstrates targeted behavior at nearly every opportunity, generally without being reminded. Confident and completely classroom ready. Independently capable.	Demonstrates targeted behavior at every opportunity without being reminded. Shows an unusual talent for teaching and skills similar to an experienced educator.

General and Liberal Studies

- 1.1.1 The teacher education candidate develops knowledge of literature, social science, natural science and fine arts in a diverse society.
- 1.1.2 The teacher education candidate demonstrates strong verbal, nonverbal, written, computation, computer, and media skills and use these skills to foster active inquiry, various modes of communication, active listening, appropriate questioning, collaboration and supportive interaction in the classroom.
- 1.1.3 The teacher education candidate demonstrates an understanding of the impact of healthy living.

<i>The teacher candidate should demonstrate the following behaviors in an effort to reach all students:</i>	Rating
• uses examples based on an understanding of science & culture(s) to make lessons more meaningful.	
• presents and writes clearly and professionally.	
• presents mathematical lessons and/or numerical information confidently and accurately.	
• uses computers to support instructional efforts knowledgeably and effectively.	
• demonstrates concern for the health and well-being of all students.	
Subtotal	25

Content Area Studies

- 1.2.1 The teacher education candidate interrelates all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.
- 1.2.2 The teacher candidate identifies, selects and evaluates appropriate resources to support a coherent lesson sequence in his/her content area which creates meaningful learning experiences and productive student work.
- 1.2.3 The teacher candidate demonstrates comprehension of the evolving nature of theory and research in his/her content area.

<i>The teacher candidate should demonstrate the following behaviors in an effort to reach all students:</i>	Rating
• presents the central concepts of the content area(s) knowledgeably and in sufficient depth.	
• integrates professional knowledge and research into lesson planning within the content area(s).	
• integrates related aspects of other content areas into lessons.	
• communicates the evolving nature of the content area(s) to students.	
• provides opportunities for students to develop general and content area literacy.	
Subtotal:	25

Pedagogical Studies

1.3.1	The teacher candidate understands human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.
1.3.2	The teacher candidate designs classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.
1.3.3	The teacher candidate utilizes standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.
1.3.4	The teacher candidate designs and teaches lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.
1.3.5	The teacher candidate designs and implements a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.
1.3.6	The teacher candidate creates a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.
1.3.7	The teacher candidate employs multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.

<i>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</i>	Rating
• plans and delivers developmentally appropriate lessons.	
• delivers lessons that reflect an understanding of learning theories.	
• utilizes multiple instructional approaches to accommodate different learning styles.	
• uses techniques that motivate students.	
• provides activities and lessons that foster the development of creativity and critical thinking skills.	
• provides activities and lessons that foster the development of respect for others.	
• provides effective introduction, presentation, and closure in implementation of lessons and/or units.	
• delivers lessons at an appropriate pace.	
• encourages the appropriate amount of participation and interaction within the class.	
• utilizes positive, productive, and developmental classroom management techniques.	
• demonstrates awareness of and responsiveness to individual and environmental obstacles to learning.	
• communicates effectively (providing instructions, questioning, checking for understanding, etc.).	
• demonstrates effective and appropriate use of instructional technology.	
• employs effective, goal-oriented assessment strategies.	
• utilizes results of assessment/evaluation appropriately and reflectively to improve instruction.	
Subtotal:	75

Professional Dispositions and Integrity

2.1.1	The teacher candidate refines, models and reflects upon the characteristics, skills, and traits appropriate for the teaching profession and encourage the potential of the students they teach.
2.1.2	The teacher candidate models moral, ethical and legal behaviors as well as sensitivity to the culture and norms within a school community.

<i>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</i>	Rating
• is in attendance and punctual every day.	
• is adequately prepared for each school day.	
• dresses and behaves professionally.	
• demonstrates self-motivation in learning and practice.	
• demonstrates patience.	
• demonstrates a curiosity toward and appreciation of all forms of diversity.	

• works in a cooperative manner and maintains positive relationships.	
• considers the interests/perspectives of administrators, colleagues, parents, and other elements of the community.	
• demonstrates a genuine concern for the development of all students.	
• demonstrates/describes motivation to succeed as a professional educator.	
Subtotal:	50

Professional Development

3.1.1	The teacher candidate models professional behavior including analysis of and reflection upon constructive feedback as well as the ability to initiate change within the context of a diverse society and refine practices that address the needs of students.
3.1.2	The teacher candidate participates in opportunities for collaboration and on-going professional development activities to maintain currency in education-related issues.
3.1.3	The teacher candidate analyzes current educational research and information about what is considered best practices as well as resources available for life long professional growth and development.

<i>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</i>	Rating
• reflectively considers performance and feedback regarding performance.	
• tries new approaches and suggestions.	
• continues to read relevant professional literature while student teaching.	
• pursues opportunities to have conversations with other professionals regarding the profession.	
• participates in parent-conferences, student activities, school in-service, and/or other professional development opportunities.	
Subtotal:	25
Total:	200

Comments (attach additional sheet if necessary):

Signature of Cooperating Teacher or College Supervisor

Date

Signature of Student Teacher / Teacher Candidate

Date