

Ohio Wesleyan University Student Teaching Evaluation Form

Student Teacher: _____ Cooperating Teacher _____

Name of School District: _____ Subject/Grade Level: _____

SEMESTER Mid-point: _____ Cooperating Teacher SEMESTER FINAL: _____ Cooperating Teacher
 _____ University Supervisor

Signature: _____ Date: _____

Please evaluate the student teacher according to the following criteria:

Excellent – Consistently exceeds expectations

Proficient – Consistently meets expectations

Adequate – Partially meets expectations

Unsatisfactory – Needs focused attention

(Those who complete this form can choose to evaluate point by point and then score the general category, or holistically evaluate the general category.)

I. Content Knowledge	Excellent	Proficient	Adequate	Unsatisfactory
<p>A. Content</p> <ul style="list-style-type: none"> • Continues to enhance competencies in reading, writing, and quantitative analysis • Demonstrates a commitment to liberal arts ideals of critical inquiry and lifelong learning • Knows major concepts and principles of content matter • Considers interdisciplinary connections <p>B. Pedagogy</p> <ul style="list-style-type: none"> • Translates content knowledge into developmentally appropriate instructional goals and plans • Knows content-related pedagogy • Selects appropriate and diverse methods and resources (including technology) • Considers applications of content to real world settings • Designs instruction that is clear, well-sequenced and coherent • Uses assessment that is compatible with instructional goals • Makes accommodations for multiple approaches to learning and diverse student backgrounds • Uses appropriate grouping strategies 				
<p>Comments on candidate's strengths/areas to improve in content knowledge:</p> 				

TEACHING AND LEARNING				
II. Human Development, Motivation, and Learning	Excellent	Proficient	Adequate	Unsatisfactory
<ul style="list-style-type: none"> • Applies knowledge of intellectual, social, and emotional characteristics of age group • Uses knowledge of what students bring to the learning situation (interests, cultural and experiential background, varied approaches to learning, etc.) • Establishes appropriate level of rigor for grade level an individual students 				
III. Classroom Organization, Management and Curriculum	Excellent	Proficient	Adequate	Unsatisfactory
<p>A. Social/Instructional Environment</p> <ul style="list-style-type: none"> • Establishes an environment of mutual respect and rapport • Creates and maintains appropriate interactions with students • Sets high expectations for learning • Promotes meaningful, purposeful work • Establishes and maintains consistent standards of behavior • Creates a dynamic learning environment characterized by trust, equity, risk-taking, independence, and collaboration • Supports students’ continual engagement in authentic work <p>B. Curriculum</p> <ul style="list-style-type: none"> • Sets lessons within context of broader curricular framework • Makes use of district, state, and national curricular guidelines <p>C. Physical Environment</p> <ul style="list-style-type: none"> • Organizes time, materials, and space effectively to support learning • Creates a safe physical environment that is conducive to learning 				
IV. Instructional Strategies and Materials	Excellent	Proficient	Adequate	Unsatisfactory
<p>A. Presentational Skills (Lesson Presentation)</p> <ul style="list-style-type: none"> • Communicates clearly and accurately using effective oral and written language • Uses time effectively and encourages students to do the same • Makes smooth transitions • Strives for active involvement of all students • Applies information literacy skills, including appropriate use of technology • Uses variety of instructional strategies that meets the needs of all students <p>B. Interactive Techniques (Collaborative)</p> <ul style="list-style-type: none"> • Makes appropriate adjustments during implementation of the lesson to make learning accessible to all students • Uses questioning and discussion techniques that engage and challenge all students • Encourages students to extend their thinking and apply what has been learned 				

C.	Materials	<ul style="list-style-type: none"> • Uses questioning, probing, and redirecting techniques to facilitate the extension, refinement, and meaningful use of knowledge by all students • Encourages student collaboration where appropriate
		<ul style="list-style-type: none"> • Uses variety of instructional materials that meet the needs of all students

V. Assessment Strategies	Excellent	Proficient	Adequate	Unsatisfactory
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<ul style="list-style-type: none"> • Uses various formative and summative assessment strategies to monitor student understanding and adjusts instruction accordingly • Provides feedback that is accurate, constructive, substantive, specific, and timely • Foster students' reflection on their work

Comments on candidate's strengths/areas to improve in teaching and learning:

CHARACTER AND PROFESSIONALISM

VI. Commitment	Excellent	Proficient	Adequate	Unsatisfactory
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<ul style="list-style-type: none"> • Demonstrates enthusiasm for teaching and learning • Presents an appropriate professional appearance and demeanor during all school-related events as well as within the greater community context • Is reliable, punctual, and dependable • Knows and follows school procedures • Maintains accurate and meaningful records • Seeks opportunities for professional development to enhance knowledge and skills

VII. Collaborative Relationships	Excellent	Proficient	Adequate	Unsatisfactory
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<ul style="list-style-type: none"> • Collaborates with colleagues • Collaborates with broader educational community, including parents/guardians, social service agencies, and other community entities to support student learning and development • Participates in school and community functions • Recognizes that students are best understood in the contexts of family, culture, and society
