

## Directions for Completing the Student Teaching Evaluation

Page Numbers refer to the Handbook for Student Teachers and Cooperating Teachers.

The Final Evaluation may be completed in three ways:

The Cooperating Teacher may mark directly on the Evaluation Instrument by filling in a number, 1 – 5, in the “Rating” column. (pp. 38 – 43);

OR

The Cooperating Teacher may print out the Scoring Rubric Pages (pp.44 – 47) fill in a number 1-5 in relation to the Evaluation Instrument, adding comments as desired;

OR

The Cooperating Teacher may fill out an online version of the full Evaluation or the Scoring Rubric, print the results, and then click on “Clear Form”. [www.eiu.edu/~clinical](http://www.eiu.edu/~clinical) (may not be available at all times)

When possible, Cooperating Teachers should consult with the Coordinator when completing the Final Evaluation.

Please make comments when and where desired, but remember to complete a Narrative (as described below and on page 10) to give the University Coordinator.

**Cooperating Teachers should write a narrative as part of the FINAL evaluation. This may be in the form of a reference letter if you so desire. The University Coordinator will collect this Narrative with the Final Evaluation.**

Topics that may be included are below:

1. **Classroom setting** –Grade level(s), Courses, Population of the school and community if especially relevant.
2. **Special skills and competencies** – Note especially those things the student teacher did well or added to the classroom.
3. **Classroom management** - Describe the student teacher’s ability to establish rapport with pupils and the effectiveness and development of her/his classroom management skills.
4. **Areas needing improvement (optional)** - Describe any areas of concern. Reflect on the student teacher’s ability to correct said areas and offer a prediction of the student teacher’s success in achieving this correction.
5. **Character and personality** - Describe any professional characteristics that might make this student a good beginning teacher (reflective, personable, dedicated, responsible, hard-working, conscientious, energetic, intelligent, open to constructive feedback, ebullient, maintains a professional appearance, etc.). Discuss how the student teacher related to you, other faculty, administration, staff, and parents.
6. **Prediction for success** - Give a professional opinion as to the probable success of this student teacher based on personal growth and professional development shown throughout the student teaching experience.

**APPENDIX K STUDENT TEACHING EVALUATION**

Student Teaching Evaluation

\_\_\_\_\_ Midterm    \_\_\_\_\_ Final

Student Name

Semester and Year

School Name

City/Town

Cooperating Teacher

Subject and/or Grade(s)

**Student Teaching Evaluation - Diverse Students**

**ST = Student Teacher**

Standard	(1)Does Not Meet	(2)Meets Standard	(3)Meets Standard	(4)Meets Standard	(5)Exceeds Standard	Rating
1. Knowledge of characteristics of age groups	Displays minimal knowledge of developmental characteristics of age group/grade level. Instruction not designed/modified to meet student needs.		Displays generally accurate knowledge of developmental characteristics of age group/grade level. Instruction designed/modified to meet student needs may not always be consistent.		Displays understanding of typical developmental characteristics of age group/grade level as well as exceptions to general patterns. Instruction designed/modified to meet their current needs.	
2. Knowledge of students' skills, knowledge, and learning modes	Unfamiliar with, displays little knowledge of students' skills, knowledge, disabilities and learning preferences. No provisions through varied instruction made to meet the needs of individuals, nor the class as a whole.		Displays general understanding of students' skills, knowledge, disabilities and learning preferences. Makes appropriate provisions through varied instructional strategies for the class as a whole, and some individual students.		Displays understanding of students' skills, knowledge, disabilities and learning preferences. ST uses this knowledge of each individual, as well as the class as a whole, to make appropriate provisions through varied instructional strategies to meet the needs of all students.	
3. Knowledge of students' interests or culture	Displays little knowledge of students' interests or cultural heritage and fails to indicate that such knowledge is valuable.		Recognizes the importance of understanding students' interest or cultural heritage, but displays this knowledge only for the class as a whole.		Displays students' interests and/or cultural heritage and makes use of this knowledge with groups of students as well as individuals.	
4. Teacher interaction with students	ST – student interactions are inappropriate concerning individual cultural, religious, socioeconomic status, gender, or sexual orientation. Interaction may be negative, sarcastic, or demeaning.		ST – student interactions are generally appropriate, but may be inconsistent concerning individual cultural, religious, socioeconomic status, gender, or sexual orientation.		Demonstrates ability to interact in a positive and appropriate manner with varied personalities, without regard to individual cultural, religious, socioeconomic status, gender, or sexual orientation.	
5. Student interaction	ST allows inappropriate, negative student behaviors toward one another, teacher(s), or administration.		ST's classroom atmosphere and expectations of student behavior may be inconsistent toward one another, teacher(s), or administration.		Works consistently to create a classroom atmosphere in which all students display polite and respectful behaviors when interacting with one another, as well as teacher(s) and administration.	
6. Student pride and expectations for learning and achievement	ST conveys modest or low expectations for students' achievement. Students given no responsibility to reach goals, nor show pride in their work, often choosing to merely complete tasks, rather than do quality work.		ST conveys moderate expectations of goals, activities, interactions, and environment. Students occasionally accept responsibility to do good work.		ST's goals, activities, interactions, and classroom environment convey a high expectation for each student to achieve. Student sets individual goals that are achieved by his/her work being of the highest possible quality.	
7.	ST does not create an		Classroom atmosphere is		ST establishes a positive classroom	

Accommodations to enhance student behavior/learning	atmosphere that reflects acceptance of learner abilities, or behavior. Physical arrangement is disruptive or nonconductive to learning.		inconsistent toward some learners. Analyzes classroom environment and creates seating/activity arrangements that enhance the entire teaching/learning process the majority of the time.		atmosphere that reflects general acceptance of all learners, regardless of ability/disability. Analyzes classroom environment and creates seating/activity arrangements that enhance the entire teaching/learning process.	
8. Monitoring student behavior	ST is unaware of student behavior and interaction. Monitoring is limited or inconsistent. Effective classroom management skills lacking or inconsistent.		Student teacher is generally aware of student behavior and interactions, using classroom management skills with moderate success.		ST is consistently aware of student behavior. Effective use of classroom management skills to promote positive interaction amongst all learners, regardless of ability or disability.	
9. Response to student misbehavior	ST does not encourage appropriate behavior and often fails to respond to misbehavior, or response is inconsistent. Frequent disruptions to lesson.		ST usually encourages appropriate behavior, responds to misbehavior in an appropriate and timely fashion. Disruptive behavior occurs infrequently, lesson disruption infrequent.		ST encourages appropriate behavior and responds to misbehavior in an appropriate and timely fashion. Seldom a disruption to lesson.	
10. Response to students' questions and interests)	ST inconsistently responds to students' questions and interests. Communication methods ineffective when trying to stimulate lesson interest and discussion.		ST attempts to respond to student questions and interests. Communication methods usually effective to stimulate lesson interest and discussion.		ST successfully models accurate and effective communication of ideas and information when answering students' questions. Effective use of questioning techniques stimulates interest, discussion within lessons and activities.	
11. Response to diverse students' learning styles	ST does not make an effort to accommodate, or take responsibility, for student learning styles. Places blame on the student and/ or environment.		ST accepts responsibility for the success of students, but is inconsistent or uses a limited repertoire of instructional strategies.		ST displays effective use of communication modes/teaching strategies that provide opportunities for students who may have difficulty employing traditional learning strategies.	

## Student Teaching Evaluation - Diverse Strategies

Standard	(1)Does Not Meet	(2)Meets Standard	(3)Meets Standard	(4)Meets Standard	(5)Exceeds Standard	Rating
1. Clarity and suitability of goals and objectives	Goals and objectives are not clear; represent low expectations, no conceptual understanding nor relevance for students. Objectives do not reflect important learning or methods of assessment. Goals and objectives are not suitable for the majority of the students.		Goals and objectives are moderately clear in their expectations, conceptual understanding, and relevance for students. Some are stated as activities, rather than learning objectives. Methods of assessment are suitable for most students.		Goals and objectives are clear in their level of expectation, important to conceptual understanding, and relevant to the students. Viable methods of assessment are suitable for students in the class, including those with disabilities.	
2. Integration of goals and objectives	Goals and objectives reflect only one type of learning and one content area.		Goals and objectives reflect some diversity of learning styles, but little effort at integrating content areas.		Goals and objectives reflect diverse learning styles and provide opportunities for integrating various content areas.	
3. Resources for teaching and students	Student teacher is unaware of school or community resources, or chooses not to pursue resources beyond those given by the cooperating teacher.		Student teacher displays limited awareness and use of school and/or community resources.		Student teacher is aware of resources available through the school and/or community, and has made attempts to use as many as possible.	
4. Learning activities	Learning activities are often not suitable to students' learning styles or instructional goals. They do not follow an organized progression.		Learning activities are suitable for some learning styles and instructional goals. Progression of activities is inconsistent.		Student teacher incorporates learning activities that are suitable to students' learning styles as well as to instructional goals. Scope and sequence of these activities is usually even/constant.	
5. Instructional materials and resources	Materials and resources do not generally support instructional goals, nor do they engage students in meaningful learning.		Some materials and resources support instructional goals and most engage students in meaningful learning.		Additional materials and resources, brought in by the ST, support instructional goals and continue to engage students, contributing to meaningful learning.	
6. Instructional	Instructional groups do not support the instructional goals		Instructional groups are generally suitable to the		Instructional groups are varied, as appropriate to the different instructional	

<b>groups</b>	and objectives and offer little variety.		instructional goals and offer some variety.		goals.	
<b>7. Lesson and unit structure</b>	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unreasonable.		The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.		The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	
<b>8. Congruence of assessment with instructional goals and objectives</b>	Content and methods of assessment lack congruence with instructional objectives. Inappropriate to developmental level of learners.		Instructional goals and objectives inconsistently assessed through proposed plan. Appropriate level of development not consistently met.		The instructional goals and objectives are adequately assessed through the proposed plan to meet the learners' needs at an appropriate level of development.	
<b>9. Criteria and standards</b>	Proposed assessment criteria and standards are not developed, communication with students, parents, and colleagues lacking. Record keeping minimal or non-existent.		Accurate and/or current record keeping and communication of assessment criteria and standards are inconsistent.		Keeps accurate and current records of assessment criteria and standards and has communicated them to students, parents, and when necessary, colleagues.	
<b>10. Used student needs in planning</b>	Student response/assessment is not taken into account when planning. Neither instructional modifications nor teaching style is adjusted to meet student needs.		Lesson plans and instruction are modified to meet the needs of some students. Formal and informal assessment not always used for teaching or lesson modification.		Adjusts lesson plans, modifies instruction and teaching style to meet the needs of the class as a whole, based upon students responses through formal and informal assessment.	
<b>11. Directions and procedures</b>	Directions and procedures are confusing to students. Verbal and written communication unclear or incomplete.		Directions and procedures require clarification or are excessively detailed. Appropriate level of verbal and written communication inconsistent.		Communicates verbal and written directions and procedures clearly to students. Instruction contains appropriate level of detail.	
<b>12. Levels of questions and response time</b>	Questions are virtually all low level with little response time allowed.		Use of low and high level questions is developing. Restatement of questions frequently needed for clarification. Inadequate response time allocated.		Uses questions that require a combination of low and high order thinking. The questions are clearly stated and adequate time is allowed for students to think about their response.	
<b>13. Discussion techniques</b>	Uses teacher guided discussion only, mediating all questions and answers. Little opportunity provided for input, practice effective listening, conflict resolution, and group facilitation.		Relies more on teacher guided discussion, than on student guided discussion. Students are provided opportunities for input, practice effective listening, conflict resolution, and group facilitation skills with inconsistent results.		Participates in appropriate classroom discussion that is balanced between teacher and student guided. Students are encouraged to provide input, practice effective listening, conflict resolution, and group facilitation skills.	
<b>14. Student participation</b>	Does not facilitate meaningful communication. Self-assessment not encouraged, nor pursued.		Attempts to employ techniques to facilitate meaningful communication opportunities for most students. Self-assessment encouraged.		Successfully employs techniques to facilitate a variety of meaningful communication opportunities for all students. Encourages self-assessment in classroom activities.	
<b>15. Feedback to students</b>	Supportive feedback is either not provided, not constructive, or not challenging. Students are not encouraged to develop goals for learning.		Some supportive, constructive, and challenging feedback is given; may not be consistent or timely. Student learning goals generally encouraged.		Feedback to students is constructive and challenges the students in a supportive and timely manner. Student goals for learning are encouraged.	
<b>16. Management of transitions</b>	Time is lost due to inefficient transitions.		Transitions are sporadically efficient, resulting in some loss of time.		Transitions occur efficiently, with little loss of time.	
<b>17. Management of materials</b>	Materials area handled inefficiently or not prepared.		Systems for preparing and handling materials function moderately well.		Develops an efficient system for preparing and handling materials.	

18. Classroom arrangement and accessibility	Furniture arrangements are often not suited to lesson activities and/or physical resources are poorly used and often not accessible to some students.		Furniture is often adjusted for lessons or lesson adjusted to room arrangements with moderate effectiveness; resources are adequate and accessible.		Furniture arrangement is usually a resource for learning activities; physical resources used skillfully with learning opportunities accessible to most students.	
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### Student Teaching Evaluation - Diverse Subject Areas and Levels

Standard	(1)Does Not Meet	(2)Meets Standard	(3)Meets Standard	(4)Meets Standard	(5)Exceeds Standard	Rating
1. Knowledge of content	Displays basic content knowledge, however, makes errors with details of content and may fail to correct student errors. Connections within content area, other disciplines, or to life and career experiences not made, nor pursued		Displays content knowledge, yet may fail to make connections with other parts of the discipline, other disciplines, or to life and career experiences.		Displays solid content knowledge and makes connections between the content and other parts of the discipline, other disciplines, and to life and career experiences.	
2. Importance of content	Conveys negative attitude toward the importance of subject/content area(s), its value, nor application to life resulting in a negative response from students.		Communicates importance of subject/content area(s), but with limited understanding to its value and application to "the real world".		Conveys genuine enthusiasm for subjects and content area(s) and displays consistent commitment to its value and application to "the real world".	
3. Knowledge of relationship of content areas to other subjects	Plans and strategies do not display/reflect understanding of content area(s) and subject matter relationships. No connections between subjects made, nor pursued.		Plans and strategies display a limited understanding of how content area relates to other subject matter. Connections between subjects are attempted.		Plans and strategies display an understanding of how content area relates to other subject matter and makes a connection between them.	
4. Knowledge of content-related instruction/pedagogy	Does not understand varying instruction/pedagogy to better meet the needs of the class as a whole, nor the individual students. No effort made to remedy		Varies the style of instruction/pedagogy to meet the needs of the majority of the class.		Makes an effort to vary the style of instruction/pedagogy to better relate to the needs of the individual students.	
5. Verbal language	Verbal communication skills are ineffective when presenting information, contains many grammar and semantic errors and casual language (slang). Vocabulary is inappropriate for age and/or grade level.		Usually models effective grammar and pronunciation when presenting ideas and information. Uses casual language (slang) at times. Vocabulary is generally age and instructional level appropriate.		Models effective verbal skills, using correct grammar and pronunciation, when presenting ideas and information to students. Avoids use of casual language (slang). Vocabulary is age and instructional level appropriate.	
6. Written language	Written language is often illegible, with frequent errors resulting in inaccurate instructions and information.		Usually models effective and concise written skills when presenting ideas and information. Grammar and semantic errors may occur, but instructional information is usually clear to students.		Models effective and concise written skills when presenting ideas and information to the students, parents, and colleagues. Great care is taken to prevent casual grammar and semantic errors.	

## Student Teaching Evaluation- Diverse Societies and Communities

Standard	(1)Does Not Meet	(2)Meets Standard	(3)Meets Standard	(4)Meets Standard	(5)Exceeds Standard	Rating
1. <b>Accurate assessing and reflecting for responsible teaching (1, 11%)</b>	Does not display commitment to accurate assessment of lesson effectiveness or achievement of goals. Changes made to lesson only if told and given detailed procedures to follow. Does not take suggestions or constructive feedback well. Does not take responsibility for lesson failure.		Displays moderate commitment to accurate assessment of lesson effectiveness, the extent to which goals were achieved, makes changes when made aware. Utilizes suggestions and constructive feedback most of the time. Usually takes responsibility for decisions.		Committed to accurate assessment of lesson effectiveness and the extent to which goals were achieved, makes changes when necessary, and can justify those decisions. Appreciates suggestions and constructive feedback for future teaching from cooperating teacher and/or coordinator, taking responsibility for decisions.	
2. <b>Responsible record keeping and organizational skills</b>	System for maintaining and organizing paperwork and grades is ineffective. Does not recognize the importance of good organization.		System for maintaining and organizing paperwork and grades is moderately effective. Organizational skills continue to improve.		System for maintaining and organizing paperwork and grades is effective, recognizes the value of good organization.	
3. <b>Articulation of the instructional program and student progress</b>	Chooses not to provide, or cannot provide, accurate and timely information about instructional program or student progress. Does not take responsibility to initiate or respond to parent/guardian concerns.		Provides accurate information about the instructional program and student progress when requested. Takes responsibility, as needed, to initiate and respond to parent/guardian concerns.		Committed to providing accurate and timely information about instructional program and student progress. Takes responsibility to initiate and respond to parent/guardian concerns.	
4. <b>Value collaborative and cooperative relationships</b>	Does not seek, nor values, the cooperation of other teachers, staff, and administrators to enhance student learning, as well as personal teaching skills.		Occasionally seeks out the cooperation of other teachers, staff, and administrators to enhance student learning, as well as personal teaching skills.		Actively seeks and values the cooperation of other teachers, staff, and administrators to enhance student learning, as well as personal teaching skills.	
5. <b>Participation in service to school and/or district</b>	Avoids becoming involved in school and district events and programs. Systems for performing non-instructional duties are inefficient or absent.		Participates in programs and events for the school and/or district programs or events when asked. Systems for performing non-instructional duties are moderately efficient.		Volunteers to participate in school and/or district programs or events. Efficient systems for performing non-instructional duties are in place.	
6. <b>Commitment to professional dialogue</b>	Chooses not to attend or seek out opportunities to participate in professional dialogue committed to enhancing content knowledge and pedagogical skills.		Occasionally attends or seeks out opportunities to participate in professional dialogue committed to enhancing content knowledge and pedagogical skills.		Eagerly attends or seeks out opportunities to participate in professional dialogue committed to enhancing content knowledge and pedagogical skills.	
7. <b>Commitment to professional practice and behavior</b>	Does not model appropriate professional practice and behavior, including punctuality, professional standards in dress and appearance, nor commitment to the profession.		Usually models appropriate professional practice and behavior, including punctuality, professional standards in dress and appearance, and commitment to the profession.		Models appropriate professional practice and behavior, including punctuality, professional standards in dress and appearance, and strong commitment and enthusiasm to the profession.	
8. <b>Ethical and responsible behavior</b>	Is irresponsible in one or more areas: ethically, morally, personally, or professionally in relationship to school policy as well as local, state, and federal laws governing students with disabilities.		Performs at moderate levels of ethical, moral, personal behaviors. Usually understands professional responsibilities in relationship to school policy as well as local, state, and federal laws governing students with disabilities.		Consistently performs with high levels of ethical, moral, and personal behaviors. Understands professional responsibilities in relationship to school policy as well as local, state, and federal laws governing students with disabilities.	
9. <b>Respect for confidentiality</b>	Disregards and is disrespectful of student and family/guardian privacy and confidentiality.		Respects and values student and family/guardian privacy and confidentiality most of the time.		Respects and values the privacy and confidentiality of information in support of students and their family/guardian.	

## Student Teaching Evaluation - Diverse Technologies (Technology Standards)

Standard	(1)Does Not Meet	(2)Meets Standard	(3)Meets Standard	(4)Meets Standard	(5)Exceeds Standard	Rating
<b>1. Knowledge of technology-related use and practices</b>	Displays little understanding of available instructional technology and/or adaptive devices, shows little or no interest in helping students, and/or fails to use technology in planning, teaching, or assessment. Technological support of teaching did not include design, delivery, and assessment of instruction.		Displays basic understanding of available instructional technology and/or adaptive devices for teaching assessment. Sometimes encourages students to use technology in the learning process. Technological support of teaching inconsistently includes design, delivery, and assessment of instruction.		Displays excellent command of available instructional technology and/or adaptive devices for the teaching, learning, and assessment process to meet instructional objectives. Technological support of teaching includes design, delivery, and assessment of instruction.	
<b>2. Responsible use technology</b>	Use of technology was not responsible and did not reflect consideration of ethical, social and human issues.		Use of technology was responsible involving the consideration of ethical, social, and human issues.		Use of technology was consistently responsible involving the active and obvious consideration of ethical, social, and human issues with those considerations clearly communicated to the students.	
<b>3. Use of technology for professional development and life-long learning</b>	Did not use technology as a tool for educational research, a vehicle for personal and professional productivity, or in the pursuit of life-long learning.		Demonstrated the skills for technology as a tool for educational research, a vehicle for personal and professional productivity, and in the pursuit of life-long learning but did so infrequently or inconsistently in the teaching environment.		Demonstrated effective uses of technology as a tool for educational research, a vehicle of personal and professional productivity, and in the pursuit of life-long learning.	

**APPENDIX L SCORING SHEET - STUDENT TEACHING EVALUATION**

**STUDENT TEACHING EVALUATION**

\_\_\_\_ Midterm    \_\_\_\_ Final

Student Name \_\_\_\_\_

Semester and Year \_\_\_\_\_

School Name \_\_\_\_\_

City/Town \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Subject and/or Grade(s) \_\_\_\_\_

Diverse Students	Rating 1-5	Comments
1. Knowledge of characteristics of age groups		
2. Knowledge of students' skills, knowledge, and learning modes		
3. Knowledge of students' interests or culture		
4. Teacher interaction with students		
5. Student interaction with one another		
6. Student pride and expectations for learning and achievement		
7. Accommodations to enhance student behavior/learning		
8. Monitoring student behavior		
9. Response to Student misbehavior		
10. Response to students' questions and interests		
11. Response to diverse students' learning styles		

Diverse Strategies	Rating 1-5	Comments
1. Clarity and suitability of goals and objectives		
2. Integration of goals and objectives		
3. Resources for teaching and students		
4. Suitability of learning activities		
5. Instructional materials & resources		
6. Instructional groups		
7. Lesson and unit structure		
8. Assessment aligns with instructional goals and objectives		
9. Criteria and standards		
10. Uses student need in planning		
11. Directions and procedures		
12. Levels of questions and response time		
13. Discussion techniques		
14. Student participation		
15. Feedback to students		
16. Management of transitions		
17. Management of materials		
18. Classroom arrangement and accessibility		

Diverse Subject Areas & Levels	Rating 1-5	Comments
1. Knowledge of content		
2. Importance of content		
3. Knowledge of relationship of content areas to other subjects		
4. Knowledge of content-related instruction/pedagogy		
5. Verbal language		
6. Written language		

Diverse Societies & Communities	Rating 1-5	Comments
1. Accurate assessing and reflecting for responsible teaching		
2. Responsible record-keeping and organizational skills		
3. Articulation of the instructional program and student progress		
4. Value collaborative and cooperative relationships		
5. Participation in service to school and/or district		
6. Commitment to professional dialogue		
7. Commitment to professional practice and behavior		
8. Ethical and responsible behavior		
9. Respect for confidentiality		

Diverse Technology	Rating 1-5	Comments
1. Knowledge of technology-related use and practices		
2. Responsible use of technology		
3. Use of technology for professional development and life-long learning		