

**Providence College Secondary Education Program  
Student Teacher Evaluation Form**

Student Teacher: \_\_\_\_\_ Time Period: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ District: \_\_\_\_\_

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

Home Address: \_\_\_\_\_

\*Please attach Social Security # to form. It will be shredded once stipend voucher has been issued.

Please mark the following areas with either 1 (never), 2 (some of the time), 3 (regularly), 4 (most of the time), or NO (no opportunity). In the final evaluation a 1, 2, 3, or 4 are the only options.

**I. Diversity**

- \_\_\_ Demonstrates an appreciation, tolerance, and respect for the diversity represented in the school communities including racial, gender, ethnic, cultural, linguistic, economic, religious, and exceptionalities. (BTS 4)
- \_\_\_ Implements a repertoire of instructional and assessment strategies to accommodate the diverse needs and backgrounds of learners. (BTS 4.1, 4.2, 4.3, 4.4)
- \_\_\_ Maintains high standards for all learners. (BTS 5.1)

**II. Collaboration**

- \_\_\_ Develops collegial relationships with professional and non-professional staff members. (BTS 7.1)
- \_\_\_ Actively seeks out and initiates interaction with professionals. (BTS 7.2)
- \_\_\_ Actively seeks out and initiates interaction with families. (BTS 7.2)

**III. Effective Practices**

**A. Instruction**

**1. Preparation**

- \_\_\_ Develops lessons connected to the standards of the disciplines (BTS 2.1, 2.2)
- \_\_\_ Justifies structure of lesson and choice of content (BTS 2.1, 2.2)
- \_\_\_ Lesson plans demonstrate components of effective lessons (BTS 2.1, 2.2)
- \_\_\_ Selects and/or produces quality materials based on students' experiences, background, needs, and interest. (BTS 2.3, 3.1, 3.2, 3.3)
- \_\_\_ Demonstrates evidence of having reviewed and analyzed materials and activities to be presented (BTS 2.3)

**2. Implementation**

- \_\_\_ Uses time effectively (BTS 6.4)
- \_\_\_ Adapts materials to students' needs (BTS 3.2, 3.3, 4.1, 4.4)
- \_\_\_ Monitors progress and activities and adjusts accordingly (BTS 9.5)
- \_\_\_ Integrates a variety of academic, social, and cultural experiences in lessons (BTS 1.1)
- \_\_\_ Develops higher order thinking skills (BTS 5)
- \_\_\_ Makes learning relevant to students' background experience (BTS 4.2)

Completed by cooperating teacher.

CC / White – Ed. Office

Yellow – Supervisor

Pink – Student

- \_\_\_ Relates prior knowledge to current instruction (BTS 4.2)
- \_\_\_ Encourages and maintains students' active involvement in learning (BTS 5.5)
- \_\_\_ Uses a variety of explanations and multiple representations of concepts (BTS 2.5, 5.2, 8.1, 8.2)
- \_\_\_ When appropriate and available, incorporates technological resources to support students learning (BTS 2.4)
- \_\_\_ Uses different viewpoints and methods of inquiry when teaching concepts (BTS 2.6)
- \_\_\_ Encourages students to interpret concepts from a variety of perspectives (BTS 2.7)
- \_\_\_ Makes instructional decisions as the lesson is implemented in reaction to the students' needs (BTS 5.3)
- \_\_\_ Fosters student-centered inquiry based learning (BTS 5.4)
- \_\_\_ Communicates clear expectations for achievement (BTS 6.7)
- \_\_\_ Allows students to take responsibility for their own learning (BTS 6.7)

### 3. Evaluation

- \_\_\_ Assesses each student's needs (BTS 4.3, 9.1)
- \_\_\_ Evaluates progress of students in each content area (BTS 9.2)
- \_\_\_ Determines whether goals of lesson have been met (BTS 9)
- \_\_\_ Utilizes a variety of assessment strategies (BTS 9.2)
- \_\_\_ Creates or selects evaluation strategies that are appropriate for student and are aligned with the lesson (BTS 9.2)
- \_\_\_ Demonstrates the use of evaluation information in planning subsequent instructional lessons (BTS 9.5)

## B. Organization and Management

### 1. Organization

- \_\_\_ Maximizes use of time and space (BTS 6.3, 6.4)
- \_\_\_ Facilitates transitions and students from one activity to another (BTS 6.3, 6.4)
- \_\_\_ Manages groups of students in the school (BTS 6.3, 6.4)
- \_\_\_ Manages groups of students outside the school (BTS 7.3)
- \_\_\_ Selects and manages grouping arrangements appropriate to activity and needs of students (BTS 6.6)
- \_\_\_ When appropriate, directs two or more activities in class simultaneously (BTS 6.6)

### 2. Management

- \_\_\_ Identifies, establishes, and maintains consistent rules which set standards for classroom behavior (BTS 6.5)
- \_\_\_ Establishes a classroom environment characterized by mutual respect, caring, and encouragements of risk taking (BTS 6.5)
- \_\_\_ Maintains a safe classroom environment (BTS 6.2)
- \_\_\_ When needed plans, implements, and evaluates effectiveness of individual and group behavior management programs (BTS 6.6)

## IV. Professionalism

### A. Positive Attitude

- \_\_\_ Attends school functions required of student teachers (BTS 11)
- \_\_\_ Avoids negative disposition involving other professionals, students, or family situations (BTS 11.1, 11.5)
- \_\_\_ Completes assignments on time (BTS 11)
- \_\_\_ Attends seminars and other department activities required of students teachers (BTS 11)
- \_\_\_ Monitors and evaluates own professional performance as it relates to the assessment of students' needs (BTS 9.5, 10)

### B. Initiative

- \_\_\_ Volunteers for school activities required of students teachers (BTS 11)
- \_\_\_ Uses resources to enhance lesson (BTS 2.3, 2.4, 7.3)
- \_\_\_ Embellishes and implements teachers' and supervisors' suggestions and feedback (BTS 10.1)

- \_\_\_ Exhibits a commitment to learning about the changes in their disciplines (BTS 1.3)
- \_\_\_ Attends meetings and conferences or participates in other educational activities when invited by cooperating teacher or other school personnel (BTS 10.4)
- \_\_\_ Explores technological resources in teaching and professional activities (BTS 7.4, 8.3, 10.3)

C. Work Habits

- \_\_\_ Arrives with sufficient time before school begins and remains for sufficient time after school to meet all professional responsibilities (BTS 11.2)
- \_\_\_ Uses language acceptable for professional situations and avoids use of colloquialisms (BTS 11.4)
- \_\_\_ Models the dress code of professionals (BTS 11.2)
- \_\_\_ Demonstrates knowledge of and follow federal, state, district, and school policies and procedures (BTS 11.3)
- \_\_\_ Reports student progress to parents and other professionals (BTS 9.4)
- \_\_\_ Demonstrates appropriate oral and writing communication skills (BTS 8.1, 8.2, 8.4)

Areas of strength:

Areas of Growth:

Overall suitability for teaching:

For final evaluation only:

I recommend \_\_\_\_\_ for licensure as a secondary teacher based on his/her performance as a student teacher at \_\_\_\_\_.

Yes \_\_\_\_\_ No \_\_\_\_\_

Signature \_\_\_\_\_