

COPPIN STATE UNIVERSITY
OFFICE OF FIELD SERVICES
2500 W. North Avenue
Baltimore, Maryland 21216
410-951-3071

STUDENT TEACHING EVALUATION FORM

Candidate: _____ Date: _____

Major: _____ School Assignment: _____

Subject/Grade Taught: _____

_____ First Experience _____ Second Experience

Experience Date: _____ to _____

Statement of Purpose

This performance evaluation indicates the progress the teacher candidate has made during the student teaching experience. **This form is cooperatively completed by the supervising teacher and the University supervisor at the mid-point and at the end of each eight-week experience and should be discussed with the teacher candidate.** The candidate is also to sign the evaluation.

Directions for Completion

Using the rating scale (1-3) below, assess the candidate's performance on each evaluation item and compute a letter grade (A-F) based upon the item ratings. Enter a short narrative on the summary page.

Scoring Rubric:

3 - Exceeds Expectation	Performance is consistently superior in all areas.
2 - Meets Expectation	Performance is consistently average and periodic checks will be needed during the initial stages of independent teaching.
1 - Needs Improvement	Performance is consistently less than adequate. Student will need considerable improvement in all areas of performance to have a successful student teaching experience. The eight-week experience must be repeated.



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EVALUATION FORM

Outcome I: Systematic Planner

OUTCOME AVERAGE _____

The teacher candidate plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Competency 1: Plans and integrates lessons.

- _____ a. Describes lesson outcomes in terms of learner behavior.
- _____ b. Plans objectives appropriate for the instructional level of the learners.
- _____ c. Specifies the major concepts of skills of the subject matter to be taught.

Competency 2: Plans instruction to achieve objectives.

- _____ a. Plans learning experiences to actively involve learners to achieve stated objectives.
- _____ b. Identifies materials and supplies needed for lessons.
- _____ c. Includes activities and materials to learners (rate, level, and modality).
- _____ d. Designs bulletin boards related to goals and objectives.
- _____ e. Engages learners in reflective decision-making, problem solving and opportunities to be innovative.

Competency 3: Plans to evaluate objectives.

- _____ a. Plans to assess prior learning when beginning a new concept or skill.
- _____ b. Plans formal or informal evaluation to match learner outcomes.

Competency 4: Plans to help learners affirm cultural differences while realizing that cultures have similarities.

- _____ a. Uses the cultural backgrounds of students to develop a supportive environment.
- _____ b. Helps learners to accept diversity and the contributions of different ethnic groups.
- _____ c. Corrects stereotyped statements or ideas expressed by learners.
- _____ d. Includes examine their own stereotypes of ethnic groups.

Documentation: _____

Outcome II: Instructional Leader

OUTCOME AVERAGE _____

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

Competency 5: Designs instructional strategies.

- _____ a. Establishes the focus of the lesson.
- _____ b. Reviews concepts and skills previously learned.
- _____ c. Communicates the objectives to learners.
- _____ d. Presents information in a logical sequence.
- _____ e. Readjusts lesson plan when appropriate.
- _____ f. Provides closure for the lesson.

Competency 6: Demonstrates mastery of subject matter.

- _____ a. Presents accurate and current information on concepts and skills.
- _____ b. Provides meaningful definitions, examples, and applications related to the content.
- _____ c. Corrects misconceptions and stereotypes, as appropriate.
- _____ d. Answers questions correctly or directs learners to appropriate sources.

Competency 7: Uses teaching methods and strategies to meet learner needs.

- _____ a. Limits the use of dittos and flash cards to a minimum.
- _____ b. Varies activities and instructional materials (rate, level, and modality).
- _____ c. Provides opportunities for learners to practice and apply the knowledge or skill taught.
- _____ d. Varies groupings for instruction, as appropriate (i.e., cooperative learning and other interactive strategies).
- _____ e. Uses questioning, probing, and redirecting techniques.
- _____ f. Uses technology as an important component or aid to instruction.
- _____ g. Checks for understanding as skills are developed.

Competency 8: Uses motivation and reinforcement to enhance learning.

- a. Rewards learner efforts and successes.
- b. Relates content to learner interests and experiences to motivate learners.
- c. Encourages learners to become intrinsically motivated to learn.

Competency 9: Evaluates learner progress and provides feedback.

- a. Assesses prior learning before introducing new materials or skills.
- b. Uses formal and informal evaluation techniques.
- c. Monitors ongoing performance of learners.
- d. Provides timely feedback to learners.
- e. Encourages reflection on the extent to which learning objectives and goals have been met.

Documentation: _____

Outcome III: Effective Communicator

OUTCOME AVERAGE _____

The teacher candidate uses knowledge of effective verbal, nonverbal, and media interaction in the classroom.

Competency 10: Communicates.

- a. Begins instruction promptly.
- b. Provides transitions to minimize loss of instructional time.
- c. Systematizes classroom rules and routines to maximize learning time.
- d. Practices proactive management strategies.

Competency 11: Uses space, equipment, and materials to support instruction.

- a. Arranges space so all learners can see and hear.
- b. Adjusts seating to accommodate special needs students.
- c. Uses equipment and materials that are supportive of the lesson.
- d. Provides a stimulating physical environment for learning.

Competency 12: Manages learner behavior to provide productive learning opportunities.

- _____ a. Establishes clear, appropriate expectations for learner behavior.
- _____ b. Applies rules consistently to all learners.
- _____ c. Actively monitors learner behavior in the class.
- _____ d. Uses positive and/or negative reinforcement to promote productive behavior.

Documentation: _____

Outcome IV: Evolving Professional

OUTCOME AVERAGE _____

The teacher candidate fosters relationship with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Competency 13: Participates in the professional community.

- _____ a. Establishes and maintains rapport with learners.
- _____ b. Establishes realistically high expectations for all learners.
- _____ c. Provides ample time for all learners to respond.
- _____ d. Exhibits courtesy in interaction with all learners.
- _____ e. Provides individual or group assistance the learners.
- _____ f. Demonstrates a sense of efficacy.

Competency 14: Uses effective communication skills to enhance learning.

- _____ a. Gives clear written and oral directions and explanations.
- _____ b. Uses acceptable grammar and pronunciation.
- _____ c. Provides written material that is grammatically correct and legible.

Competency 15: Participates in parent conferences and/or in-service workshops and faculty meetings as appropriate.

- _____ a. Participates in parent conferences.
- _____ b. Participates in an in-service workshop.
- _____ c. Participates in a faculty meeting
(indicate the number)

Documentation: _____

Outcome V: Reflective decision maker

OUTCOME AVERAGE _____

The teacher candidate 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.

Competency 16: Reflects on practice.

- _____ a. Values critical thinking and self-directed learning as habits of mind.
- _____ b. Commits to reflection, assessment, and learning as an ongoing process.
- _____ c. Is willing to give and receive help.
- _____ d. Commits to seeking out, developing, and continually refining practices that address the individual needs of students.
- _____ e. Recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.



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MIDPOINT EVALUATION FORM

I. Evaluated by:

Name: _____

Title: _____

School: _____

II. Midpoint Grade: _____ (Satisfactory or Unsatisfactory)

III. Strengths: _____

IV. Weaknesses: _____

V. Comments/Specific Recommendations:

VI. Signatures:

(Supervising Teacher)

(Date)

(University Supervisor)

(Date)

(Teacher Candidate)

(Date)



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SUMMARY OF PERFORMANCE

Evaluation: _____

I. Evaluator's Name/Title

II. Outcome Summaries

Outcome I Average: Systematic Planner _____
Outcome II Average: Instructional Leader _____
Outcome III Average: Effective Communicator _____
Outcome IV Average: Evolving Professional _____
Outcome V Average: Reflective Decision Maker _____

Final Grade _____

III. Comments:

IV. Signature/Dates

(Supervising Teacher) (Date)

(University Supervisor) (Date)

(Teacher Candidate) (Date)