

Please use this "Generic" Final Evaluation Form in addition to the following Addenda:
 AYA Language Arts, AYA Science, AYA Social Studies, Early Childhood, Foreign Language, Health, Music, Art

Student Teacher Final Evaluation Form				<input type="checkbox"/> Fall	<input type="checkbox"/> Spring
				Year:	
Student Teacher			Evaluator <input type="checkbox"/> Student Teacher <input type="checkbox"/> Cooperating Teacher <input type="checkbox"/> Supervisor (If supervisor see below**)		
Cooperating Teacher			Supervisor		
School/Placement			School District		
**To be filled out by Otterbein University Supervisor Only		Letter Grade	Rating <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		Supervisor Signature
Standard	Rating	Performance Indicator			Rating
Standard 1 Subject Matter The student understands the discipline(s) he or she teaches and can create learning experiences that make subject matter meaningful for students	<input type="checkbox"/> 4	1.1 The student teacher demonstrates content mastery.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 3	1.2 The student teacher encourages students to look at subject matter from a variety of perspectives and to see linkages across discipline(s).			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 2	1.3 The student teacher gives students opportunities to use methods of inquiry associated with the discipline(s).			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Comments					
Standard 2 Student Learning The student teacher understands how students learn and develop.	<input type="checkbox"/> 4	2.1 The student teacher provides developmentally appropriate learning opportunities.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 3	2.2 The student teacher motivates students to be active learners.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Comments					
Standard 3 Diverse Learners The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.	<input type="checkbox"/> 4	3.1 The student teacher designs and implements lessons based on: individual differences, students' cultures, and multiple cultural perspectives.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 3	3.2 The student teacher can identify when and how to access appropriate resources and services to meet exceptional learning needs.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 2	3.3 The student teacher creates a learning community in which individual differences are respected.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Comments					
Standard 4 Planning Instruction The student teacher plans instruction based upon the knowledge-base of the subjects, student population, community needs, curriculum goals, and Ohio approved curriculum models.	<input type="checkbox"/> 4	4.1 The student teacher becomes familiar with relevant aspects of students' background and experiences.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 3	4.2 The student teacher articulates clear learning goals for the lesson that are appropriate for the students.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 2	4.3 The student teacher demonstrates an understanding of the connections between the content that was previously learned, the current content, and the content that remains to be learned in the future.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 1	4.4 The student teacher creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Comments					
Standard 5 Instructional Strategies The student teacher is proficient in utilizing a variety of instructional models to encourage critical thinking, problem-solving, and performance skills.	<input type="checkbox"/> 4	5.1 The student teacher makes learning goals and instructional procedures clear to students.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 3	5.2 The student teacher makes content comprehensible to students.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 2	5.3 The student teacher encourages students to extend their thinking.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	<input type="checkbox"/> 1	5.4 The student teacher monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities as the situation demands.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Comments					
Rating Key	4) Exceeds Expectations (All indicators exemplary)	3) Meets Expectations (All Indicators met)	2) Demonstrates Uneven Performance (Some unmet indicators)	1) Does Not Demonstrate Competence (Majority Indicators Unmet)	

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Standard 6 Learning Environment The student teacher motivates individual students and groups of students by creating a positive, encouraging, and active learning environment.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	6.1 The student teacher creates a climate that promotes fairness.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		6.2 The student teacher establishes and maintains rapport with students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		6.3 The student teacher communicates challenging learning expectations to each student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		6.4 The student teacher establishes and maintains consistent standards for classroom behavior.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		6.5 The student teacher makes the physical environment as safe and conducive to learning as possible.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		6.6 The student teacher uses instructional time effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Comments

Standard 7 Communication The student teacher uses effective forms of communication to foster interaction in the classroom.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	7.1 The student teacher speaks and writes clearly and correctly.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		7.2 The student teacher supports and expands students' communication skills.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		7.3 The student teacher knows how to design and implement a variety of media communication tools.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Comments

Standard 8 Assessment The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	8.1 The student teacher creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		8.2 The student teacher involves students in self-assessment activities.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		8.3 The student teacher uses formal and informal assessment data to evaluate progress and modify instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Comments

Standard 9 Reflection & Professional Development The student teacher is a reflective practitioner who actively seeks out opportunities to grow professionally.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	9.1 The student teacher reflects on the extent to which learning goals are met.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		9.2 The student teacher demonstrates a sense of efficacy.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Comments

Standard 10 Collaboration, Ethics, & Relationships The student teacher fosters relationships with school colleagues, parents, and the larger community to support students' learning and well being.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	10.1 The student teacher builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.*	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
		10.2 The student teacher communicates with parents or guardians about student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Comments

Disposition	Rating	Disposition	Rating
Hard-working	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Inquisitive	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Resourceful	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Flexible	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Principled	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Positive	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Open-minded	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Social	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Collegial	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Organized	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

Evaluator's Signature _____ Date _____

Rating Key	4) Exceeds Expectations (All indicators exemplary)	3) Meets Expectations (All Indicators met)	2) Demonstrates Uneven Performance (Some unmet indicators)	1) Does Not Demonstrate Competence (Majority Indicators Unmet)
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