

STUDENT TEACHER EVALUATION

Multiple Subject Credential Program – San Francisco State University

SECTION 1 – Please fill in the data. Midterm Evaluation due 7th week of semester – Final Evaluation due 14th week of semester

Student Teacher Name:	Date:	Check One →	Midterm Evaluation <input type="checkbox"/>	Final Evaluation <input type="checkbox"/>
Master Teacher	School and Grade Level			

Directions: The purpose of this evaluation is to provide feedback to the student teacher so s/he may improve her/his teaching. At midterm, this feedback is to be acted upon prior to the end of student teaching. At the final evaluation, the feedback is used in determining the student teacher’s suitability for a credential. Please score each item in each category according to the scale given below. In the comments sections, please note any outstanding examples of strengths and/or suggestions for improvement.

SECTION II – Please indicate the rating number (4 – 1). Use “comments section” to expand

Strong (4)	Competent (3)	Needs improvement (2)	Weak (1)
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1. Interactions with students (provide rating of 4 – 1) *TPE 11

<input type="checkbox"/> Shows respect for students	<input type="checkbox"/> Requires students to show respect for others
<input type="checkbox"/> Establishes rapport through verbal communication	<input type="checkbox"/> Establishes rapport through nonverbal communication
<input type="checkbox"/> Maintains appropriate student behavior	<input type="checkbox"/> Communicates effectively with all students *

Comments:

2. Planning skills (provide rating of 4 – 1) TPEs 8, 9, 10

<input type="checkbox"/> Designs, writes articulates and teaches complete daily lessons That include appropriate concepts, instructional objectives	<input type="checkbox"/> Incorporates a variety of teaching strategies in plans
<input type="checkbox"/> Utilizes a variety of sources in planning instruction	<input type="checkbox"/> Takes students’ interests into account in preparing lessons
<input type="checkbox"/> Designs lessons for critical thinking and problem solving	<input type="checkbox"/> Plans lessons that are equitable for all students *

Comments:

3. Instructional skills (provide rating of 4 – 1) TPE 1 through 11

<input type="checkbox"/> Implements a diversity of teaching strategies	<input type="checkbox"/> Manages whole group, small group, and individual instruction
<input type="checkbox"/> Uses clear and appropriate oral and nonverbal communication	<input type="checkbox"/> Adjusts instruction and communication for students needs
<input type="checkbox"/> Motivates/encourages all students to participate	<input type="checkbox"/> Uses written, verbal, and nonverbal reinforcements
<input type="checkbox"/> Provides for all students to demonstrate what they have learned	<input type="checkbox"/> Encourages all students* to use academic language
<input type="checkbox"/> Appropriate use of transitional time	<input type="checkbox"/> Appropriate pacing of lesson

Comments:

See back

TPE = Teacher Performance Expectations; TPEs are aligned with the California Standards and the PACT teaching event

*All students without regard to gender, ethnicity, sexual orientation, disabilities, native language, or ability level

4. Presentation skills (provide rating of 4 – 1) TPE 10, 11

	Demonstrates language ability in its correct grammatical form; oral, reading and written
	Demonstrates the ability to use academic language correctly while adjusting to the varied levels of the students
	Demonstrates oral communication in a clear, concise and coherent manner incorporating language skills and voice placement appropriate for classroom teaching
	Demonstrates the knowledge and ability to recognize errors as they occur in oral and written language as well as demonstrating the ability to analyze, evaluate and remedy those errors

Comments:

5. Assessment skills (provide rating of 4 – 1) TPE 2, 3

	Uses assessments to determine student readiness for instruction		Establishes clear and reasonable academic expectations for students
	Communicates academic behavioral expectations to students		Diagnose students' current understanding and skills
	Uses a variety of formal and informal assessments		Provides regular and timely feedback to students
	Uses unbiased evaluation plans to ensure success for all *		Addresses critical thinking and problem solving in student assessment

Comments:

6. Professionalism (provide rating of 4 – 1) TPE 12, 13

	Communicates in a professional manner with teachers and staff		Prepared to teach
	Communicates in a professional manner with parents		Is able to reflect upon and critique one's own performance
	Accepts and uses the advice and critiques of others		Punctual

Comments:

Additional Comments:

Master Teacher Signature: _____ *Date:* _____

Master Teacher Email: _____

Student Teacher Signature: _____ *Cohort #:* _____

* My signature indicates that I have had an opportunity to read and discuss this evaluation with my master teacher and/or university practicum supervisor.

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