



**TOURO COLLEGE**

Graduate School of Education  
Graduate Programs in Education and Special Education  
Office of Student Teaching  
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**Professor Jeffrey H. Dicker**, *Director of Student Teaching*    **Professor Eileene Leibowitz**, *Assistant Director of Student Teaching*

**Master of Science in Education and Special Education  
Cooperating Teacher Evaluation Form for Practicum Students**

Dear Cooperating/Supervising Teacher:

Please use the five point scale below (1 = very poor, 5 = excellent) to evaluate the practicum student whom you have supervised. For each item, circle the numeral that best indicates the level of performance for the area in question. Please share and discuss your evaluation with your practicum student. Your evaluation will be used to help improve the student's teaching performance and to determine the grade earned for practicum as well as to improve our teacher preparation programs. Your cooperation and assistance are greatly appreciated.

Practicum Student \_\_\_\_\_ Course \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_  
Practicum Professor \_\_\_\_\_  
Semester \_\_\_\_\_ Date \_\_\_\_\_  
School and Location \_\_\_\_\_  
Class \_\_\_\_\_ Type of Class \_\_\_\_\_ Room # \_\_\_\_\_

	<u>Very Poor</u>				<u>Excellent</u>
1) APPEARANCE	1	2	3	4	5
Does the field experience student dress and groom in a reasonably appropriate manner?					
2) PUNCTUALITY	1	2	3	4	5
Does the student arrive on time and remain for the agreed-upon time period?					
3) ATTENDANCE	1	2	3	4	5
Are absences minimal? Whenever possible, are you notified in advance of absences?					
4) INITIATIVE AND CREATIVITY	1	2	3	4	5
Does the student use opportunities to be helpful in the classroom? Does he or she generate enthusiasm and interest in classroom activities?					
5) JUDGMENT	1	2	3	4	5
Does the practicum student use good judgment in responding to students across a range of contexts and situations?					
6) RAPPORT	1	2	3	4	5
Does the practicum student develop positive relationships with students? Does he or she relate in positive and appropriate ways to parents, administrators, teachers and other school staff?					
7) RAPPORT WITH STUDENTS WITH DISABILITIES	1	2	3	4	5
Does the practicum student demonstrate the ability to relate constructively to students with disabilities?					

## Cooperating Teacher Evaluation Form for Practicum Students (page 2)

Very Poor

Excellent

### 8) DIFFERENTIATED INSTRUCTION

1            2            3            4            5

Does the practicum student demonstrate the ability to apply principles of differentiated instruction?

### 9) MULTICULTURAL AWARENESS AND SENSITIVITY

1            2            3            4            5

Does the student demonstrate appreciation of the importance and implications of multicultural awareness and sensitivity for today's teachers?

### 10) VERBAL SKILLS

1            2            3            4            5

Does the student teacher speak clearly and audibly? Is language usage grammatical and appropriate?

### 11) WRITTEN WORK

1            2            3            4            5

Does the student teacher write legibly at the chalkboard and on charts? Is correct grammar and spelling consistently used? Is the written work on the chalkboard and charts presented in a clear, well-organized manner?

### 12) ORGANIZATION AND PREPARATION

1            2            3            4            5

Is the student teacher well organized and well prepared in regard to material that he or she is called on to prepare and/or present?

### 13) CLASSROOM MANAGEMENT

1            2            3            4            5

Does the student teacher maintain a positive learning environment in the classroom? Does he or she demonstrate good group management skills?

### 14) CONTENT KNOWLEDGE

1            2            3            4            5

Does the student teacher have a good grasp of content/subject area knowledge required to prepare lessons and activities to promote learning?

### 15) PEDAGOGICAL KNOWLEDGE

1            2            3            4            5

Does the student teacher have a good grasp of pedagogical knowledge and skills required for effective lesson presentations and assessment of student learning?

### 16) CRITICAL THINKING AND INFORMATION LITERACY

1            2            3            4            5

Does the practicum student encourage critical thinking and information literacy in his or her instruction of and interaction with children?

### 17) KNOWLEDGE OF LEARNING STANDARDS

1            2            3            4            5

Does the student teacher appropriately refer to NYS Learning Standards (and demonstrate understanding of other relevant standards, such as those of NAEYC and CEC) in lesson presentations and other aspects of his or her work?

### 18) ABILITY TO USE COMPUTER AND OTHER TECHNOLOGICAL APPLICATIONS

1            2            3            4            5

Does the student teacher demonstrate ability to use educational technology in instruction and encourage constructive use of technology by children?

**Cooperating Teacher Evaluation Form for Practicum Students** (page 3)

Very Poor

Excellent

19) USE OF SUPERVISION                      1                      2                      3                      4                      5

Does the student teacher accept constructive criticism? Does he or she appear motivated to learn and grow as a teacher?

Student's experience for the semester has included work with (check appropriate categories):

- culturally diverse populations
- children with special learning needs
- English language learners
- children from high need communities

Additional Comments:

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Recommendations:

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Cooperating Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_