

WINGATE UNIVERSITY

THAYER SCHOOL OF EDUCATION

STUDENT TEACHING EVALUATION

Student Teacher: _____ Date: __/__/__

Assigned School: _____ Grade/area: _____

Cooperating Teacher: _____ County: _____

Visit/Observation #: _____ Mid-Experience Evaluation? _____ Final?: _____

Signatures: University Supervisor: _____ Date: __/__/__
 Cooperating Teacher: _____ Date: __/__/__
 Student Teacher: _____ Date: __/__/__
 Other (Specify): _____ Date: __/__/__

Note: This form is used for observation evaluations, the Mid-Experience Evaluation and the Final Evaluation. For observation and mid-experience evaluations, please rate the candidate in terms of demonstrated growth and expected levels of performance at the time of assessment. For the Final Evaluation, rate the candidate in terms of expectations for a beginning teacher.

BRIEF DESCRIPTION OF LESSON/ACTIVITY: _____

CODING SYSTEM FOR LEVEL OF PERFORMANCE:

4 = Exceeds Expectations	3 = Meets Expectations	2 = Approaches Expectations
1 = Fails To Meet Expectations	N/A = Not applicable	

Comments are Encouraged to provide clarity

I. INSTRUCTIONAL PREPARATION AND PROFESSIONALISM:					
1. Demonstrates mastery of content knowledge	4	3	2	1	n/a
2. Demonstrates completeness of planning; connects to long-range planning	4	3	2	1	n/a
3. Selects and clearly states appropriate goals and objectives	4	3	2	1	n/a
4. Selects and clearly defines appropriate evaluation techniques	4	3	2	1	n/a
5. Is responsible, dependable and punctual	4	3	2	1	n/a
6. Welcomes suggestions/constructional criticism and supervisors	4	3	2	1	n/a
7. Carries out non-instructional duties reliably and efficiently	4	3	2	1	n/a
8. Is professional in dress, speech and manner	4	3	2	1	n/a
9. Fosters relationships with parents, colleagues and community to Maximize student learning	4	3	2	1	n/a
10. Reflects on practice and plans accordingly	4	3	2	1	n/a

Comments: _____

II.	INSTRUCTIONAL PRESENTATION:					
	1.	Maximizes instructional time; uses appropriate lesson pacing	4	3	2	1 n/a
	2.	Links to prior learning and student experiences	4	3	2	1 n/a
	3.	Provides clean instruction; uses relevant examples and demonstrations	4	3	2	1 n/a
	4.	Checks for student understanding; gives appropriate feedback	4	3	2	1 n/a
	5.	Provides adequate modeling, structuring of tasks for student success	4	3	2	1 n/a
	6.	Employs appropriate questioning level and techniques	4	3	2	1 n/a
	7.	Appropriately uses materials and technology to support instruction	4	3	2	1 n/a
	8.	Provides adequate lesson closure	4	3	2	1 n/a
	9.	Appropriately uses a variety of instructional strategies	4	3	2	1 n/a
	10.	Fosters active-inquiry and higher order thinking	4	3	2	1 n/a
	11.	Adapts to/Differentiates for diverse learners, individual needs	4	3	2	1 n/a
	12.	Promotes engagement of all students in instruction and activities	4	3	2	1 n/a
	13.	Reflects during instruction and makes adjustments to support learning	4	3	2	1 n/a
	Comments: _____					

III.	CLASSROOM ORGANIZATION AND MANAGEMENT:					
	1.	Maintains physical classroom environment conducive to learning; organizes Time, routines and materials	4	3	2	1 n/a
	2.	Makes smooth and efficient transitions	4	3	2	1 n/a
	3.	Monitors student behavior; uses eye contact and proximity	4	3	2	1 n/a
	4.	Establishes and implements effective management techniques	4	3	2	1 n/a
	5.	Holds student accountable for behavior; encourages self-monitoring	4	3	2	1 n/a
	6.	Treats students with sensitivity and respect	4	3	2	1 n/a
	7.	Reflects on classroom environment and adjusts for student needs	4	3	2	1 n/a
	Comments: _____					

IV. GENERAL COMMENTS AND SUGGESTIONS:

V.	TENTATIVE GRADES: (* Required for Final Evaluation but optional for all others)					
	1.	Instructional Preparation and Professionalism:	_____			
	2.	Instructional Presentation:	_____			
	3.	Classroom Organization and Management:	_____			

VI. AREAS OF CONCERN:
 Check here if none: _____ Initial here if any and attach notes: _____