



**Final Student Teaching Evaluation  
Elementary Licensure Program**

**Teacher Candidate:** Stephanie Evans

**Date:** 3-29-11

**Site Teacher Educator(s):** Patricia Jones

**Content/Grade Level:** 1st

**School:** Bonneville Elementary

**No. of Lessons Observed:** 49

**University Supervisor:** Peggy McCandless

**This form was filled out by:** Patricia Jones

Please rate each area below using for the following descriptions and 5 point rating scale:

- 1 - Unsatisfactory:      Teacher Candidate lacks basic knowledge and an ability to meet performance standards.
- 3 - Basic:                      Teacher Candidate possesses developing competencies in his/her knowledge and ability to meet performance standards.
- 5 - Proficient:                Teacher Candidate displays a general understanding of linkages between knowledge and content and executes sound lessons on a consistent basis.

**Organizing Content Knowledge for Student Learning**

The student teacher:

- 5            1. Is familiar with students' background knowledge and experience and uses this information to plan lessons.
- 4            2. Selects instruction that is appropriate for cultural and language differences.
- 5            3. Designs lesson plans that are appropriate for students.
- 5            4. Demonstrates connection between past, current, and future content to be learned.
- 4            5. Selects appropriate evaluation strategies that align with goals of lessons and directly measure the student's mastery of the content.

**Teaching for Student Learning**

The student teacher:

- 5            6. Provides effective large group, small group and one to one instruction.
- 5            7. Uses appropriate teaching strategies for the content taught.
- 5            8. Implements appropriate and varied methods, materials, and resources aligned with goals of lessons.
- 5            9. Provides differentiated instructions and curriculum, adaptations, and modifications necessary to promote student learning.
- 5            10. Monitors students' understanding of content, provides feedback, and adjusts learning activities as the situation demands.
- 5            11. Uses instructional time effectively.
- 5            12. Reflects on the extent to which learning goals were met.

**Assessment**

The student teacher:

- 5            13. Selects and administers a variety of appropriate formal and informal assessment instruments/procedures and observational methods.

- 4 14. Selects and administers assessments that are appropriate to cultural and language differences.
- 5 15. Summarizes, integrates, and interprets assessment data for identification, placement, instruction and evaluation.
- 5 16. Designs and/or maintains an on-going record-keeping system for monitoring and evaluating student progress.
- 5 17. Utilizes information gained from on-going evaluation systems to modify student instruction.

**Creating an Environment for Student Learning/Classroom Management**

The student teacher:

- 5 18. Establishes and maintains positive rapport with students.
- 5 19. Establishes and maintains consistent standards of classroom behavior.
- 5 20. Establishes and maintains a physical environment that is safe and conducive to learning.
- 5 21. Selects and uses appropriate record-keeping systems for teaching organizations and accountability.
- 5 22. Uses positive encouragement in guiding appropriate behavior.
- 5 23. If necessary, develops and implements a more individualized plan for individual or groups of students in order to maintain desired behavior.

**Teaching Professionalism**

The student teacher:

- 5 24. Complies with standards and ethics established by the profession.
- 5 25. Demonstrates professional presence (e.g. appearance, hygiene, language).
- 5 26. Handles information about students, peers, colleagues and supervisory ethically and confidentially.
- 5 27. Respects all individuals (e.g. culture, ability, value systems).
- 5 28. Systematically evaluates and critiques own teaching performance and accepts constructive criticism and make modifications as appropriate.
- 5 29. Reflects on teaching practice and the impact on school and community.
- 5 30. Builds professional and collaborative relationships with colleagues to share insights and coordinate activities.
- 5 31. Develops collaborative partnerships with students and families.

**Comments:**

See attached letter.

Stephanie Evans  
(Teacher Candidate Signature)

3/29/11  
(Date)

Patricia Jones  
(Site Teacher Educator/Supervisor Signature)

3-29-11  
(Date)

**To pass field practicum and student teaching, Teacher Candidates must receive a 3 or higher on all evaluation categories.**