

## ONGOING STUDENT TEACHER EVALUATION

Student Teacher:	Grade:	Wk.	Wk.	Wk.	Wk.	Wk.	Wk.	Wk.	Wk.	Wk.	Final
Cooperating Teacher:	School: District:	3	4	5	6	7	8	9	10		
1. There is evidence the candidate considers and uses strategies for providing equal access to knowledge and skills for every student.											
2. The candidate engages students in opportunities to appreciate their own and other cultures.											
3. The candidate provides opportunities for students to acquire the capacities of good citizenship. (Building trust, exchanging ideas, listening, respecting civil discourse, promoting thoughtful problem solving, caring for common good, sharing responsibility)											
4. The candidate serves as an advocate for the students and the school.											
5. The candidate demonstrates professional interactions within the school community by:											
a. responding appropriately to students b. maintaining discretion and confidentiality c. working well with supervisor d. working well with other staff, contributing, when appropriate, in team meetings. e. demonstrating ability to work (communicate) with parents/caretakers)											
6. The candidate meets professional guidelines/expectations in regard to:											
a. initiative (asks questions, offers to assist, tutors, discusses observations) b. reflection upon her growth/experiences in relationship to planning and delivery of instruction using reflection to modify work c. punctuality d. attendance e. dress and appearance f. preparedness for classroom experiences g. enthusiasm for teaching h. solicitation and acceptance of suggestions and criticism i. use of goal setting to improve professional performance											
7. The candidate displays the behaviors consistent with resourcefulness as a professional: attending workshop, consulting experts, using professional association materials and other resources.											
8. The candidate applies knowledge of child development to planning and delivery of lessons.											
9. The candidate demonstrates knowledge related to the diversity of individuals in the class.											
10. The candidate plans and executes lessons to meet needs of students in the regular classroom, including:											
a. students who are English language learners b. students who are gifted c. students who are learning disabled d. students with significant disabilities who are included in the classroom e. students with severe behavior problems											

**4 Exemplary – 3 Proficient – 2 Progressing – 1 Unacceptable – N/A**

11. The candidate demonstrates willingness and ability to: a. use multiple teaching strategies and methods with students b. infuse technology into the teaching c. use assessment data to inform initial and day-t-day planning d. develop a complete lesson plan e. use hand-on materials to introduce and reinforce concepts f. develop lessons plans that encourage student reasoning and multiple means of communication g. use correct conceptual language and vocabulary when teaching students h. plan lessons which engage students in authentic, meaningful performance									
12. Demonstrates ability to plan for classroom strategies which maintain a productive classroom environment by: a. giving student voice and/or choice in activities b. giving clear expectations and directions c. starting lessons well d. planning for transitions e. planning for closure									
13. The candidate demonstrates the ability to: a. develop multiple tools for the assessment of learning and understanding b. assess prior learning c. continually check for understanding d. use multiple strategies for giving feedback to students on performance e. engage in strategies for giving feedback to parents/caretakers f. correlate assessments with standards									
14. Uses state, district, and national guidelines in planning for curriculum, instruction and assessment in the content area.									
15. The candidate develops effective long-term units as well as day-t-day lessons.									
16. The candidate uses student interest, prior knowledge, and misconceptions when planning.									
17. The candidate displays a strong knowledge base in the content bases they are teaching.									
18. The candidate displays the ability to integrate ideas, concepts, and/or content areas when planning the curriculum.									
19. The candidate uses inquiry, observation and data collection to profile student development and learning.									
20. The candidate uses professional research when planning for instruction.									
21. The candidate begins to use student work analysis to inform practice.									

**4 Exemplary:** demonstrates exceptional knowledge and skill and shares skills with colleagues  
**3 Proficient:** demonstrates consistent mastery of this component of the outcome  
**2 Progressing:** begins to address component, but not consistently enough to demonstrate mastery  
**1 Unacceptable:** consistently fails to demonstrate knowledge or skill in this component  
**N/A:** there was no opportunity to demonstrate performance in this area

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