



Final Student Teaching Evaluation, Elementary Education

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Site Teacher Educator(s): \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Content/Grade Level: \_\_\_\_\_ No. of Lessons Observed: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

This form was filled out by: \_\_\_\_\_

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

1-2 – Unsatisfactory: Teacher Candidate lacks basic knowledge and an ability to meet performance standards.

3 – Practicing: Teacher Candidate possesses developing competencies in his/her knowledge and ability to meet performance standards.

4 – Effective: Teacher Candidate displays a general understanding of linkages between knowledge and content and executes sound lessons on a consistent basis.

5 – Highly Effective: Teacher Candidate exhibits exemplary performance, beyond that of a novice teacher.

Distinguished: An evaluation level intended for inservice teachers.

SECTION 1: LEARNER DEVELOPMENT

- 1. The Teacher Candidate creates developmentally appropriate and challenging learning experiences based on individual students' strengths, interests, and needs.
2. The Teacher Candidate collaborates with families, colleagues, and other professionals to promote student growth and development.

SECTION 2: LEARNING DIFFERENCES

- 3. The Teacher Candidate understands individual learner differences and holds high expectations of students.
4. The Teacher Candidate designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.
5. The Teacher Candidate allows students different ways to demonstrate learning sensitive to their multiple experiences and diversity.
6. The Teacher Candidate creates a learning culture that encourages individual learners to persevere and advance.

- \_\_\_\_\_ 7. The Teacher Candidate incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.

### **SECTION 3: LEARNING ENVIRONMENTS**

- \_\_\_\_\_ 8. The Teacher Candidate develops learning experiences that engage and support students as self-directed learners, who internalize classroom routines, expectations, and procedures.
- \_\_\_\_\_ 9. The Teacher Candidate collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- \_\_\_\_\_ 10. The Teacher Candidate uses a variety of classroom management strategies to effectively maintain a positive learning environment.
- \_\_\_\_\_ 11. The Teacher Candidate equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
- \_\_\_\_\_ 12. The Teacher Candidate extends the learning environment using technology, media, and local and global resources.
- \_\_\_\_\_ 13. The Teacher Candidate encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

### **SECTION 4: CONTENT KNOWLEDGE**

- \_\_\_\_\_ 14. The Teacher Candidate knows the content of discipline and conveys accurate information and concepts.
- \_\_\_\_\_ 15. The Teacher Candidate demonstrates an awareness of the Utah Common Core/Core curriculum and references it in short and long term planning.
- \_\_\_\_\_ 16. The Teacher Candidate engages students in applying methods of inquiry and standards of evidence of the discipline.
- \_\_\_\_\_ 17. The Teacher Candidate uses multiple representations and explanations of concepts that capture key ideas.
- \_\_\_\_\_ 18. The Teacher Candidate supports students in learning and using academic language accurately and meaningfully.

### **SECTION 5: ASSESSMENT**

- \_\_\_\_\_ 19. The Teacher Candidate designs, and/or selects pre-assessments, formative, and summative assessments in variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.
- \_\_\_\_\_ 20. The Teacher Candidate engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- \_\_\_\_\_ 21. The Teacher Candidate adjusts assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- \_\_\_\_\_ 22. The Teacher Candidate uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- \_\_\_\_\_ 23. The Teacher Candidate documents student progress, and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
- \_\_\_\_\_ 24. The Teacher Candidate provides opportunities for students to understand, question, and

analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

### **SECTION 6: INSTRUCTIONAL PLANNING**

- \_\_\_\_\_ 25. The Teacher Candidate plans instruction based on the approved state curriculum.
- \_\_\_\_\_ 26. The Teacher Candidate individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards, relevant to learners, based on principles of effective instruction.
- \_\_\_\_\_ 27. The Teacher Candidate differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- \_\_\_\_\_ 28. The Teacher Candidate creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
- \_\_\_\_\_ 29. The Teacher Candidate integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

### **SECTION 7: INSTRUCTIONAL STRATEGIES**

- \_\_\_\_\_ 30. The Teacher Candidate understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
- \_\_\_\_\_ 31. The Teacher Candidate uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual and group learners.
- \_\_\_\_\_ 32. The Teacher Candidate analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
- \_\_\_\_\_ 33. The Teacher Candidate uses a variety of instructional strategies to support and expand learners' communication skills.
- \_\_\_\_\_ 34. The Teacher Candidate provides multiple opportunities for students to develop higher order and meta-cognitive skills.
- \_\_\_\_\_ 35. The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
- \_\_\_\_\_ 36. The Teacher Candidate supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- \_\_\_\_\_ 37. The Teacher Candidate uses a variety of questioning strategies to promote engagement and learning.

### **SECTION 8: REFLECTION AND CONTINUOUS GROWTH**

- \_\_\_\_\_ 38. The Teacher Candidate independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.
- \_\_\_\_\_ 39. The Teacher Candidate actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.
- \_\_\_\_\_ 40. The Teacher Candidate recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and

create more relevant learning experiences.

- \_\_\_\_\_ 41. The Teacher Candidate actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
- \_\_\_\_\_ 42. The Teacher Candidate develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

### **SECTION 9: LEADERSHIP AND COLLABORATION**

- \_\_\_\_\_ 43. The Teacher Candidate prepares for and participates actively as a team member in decision-making process and building a shared culture that affects the school and larger educational community.
- \_\_\_\_\_ 44. The Teacher Candidate participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning and giving and receiving feedback.
- \_\_\_\_\_ 45. The Teacher Candidate advocates for the learners, the school, the community, and the profession.
- \_\_\_\_\_ 46. The Teacher Candidate works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
- \_\_\_\_\_ 47. The Teacher Candidate engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.

### **SECTION 10: PROFESSIONAL AND ETHICAL BEHAVIOR**

- \_\_\_\_\_ 48. The Teacher Candidate is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, and supervisory directives.
- \_\_\_\_\_ 49. The Teacher Candidate is responsible for compliance with all requirements of State Board of Education Rules R277-530 at all levels of teacher development.

**Comments:**

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Teacher Candidate Signature

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Date

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Site Teacher Educator/Supervisor Signature

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Date

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