

Candidate Name:

GTEP: Student Teaching Final Evaluation**Please note: all fields must be entered before you can submit this form.**

* Term:	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring
* Year:	<input type="text"/>
* Subject(s): (choose all that apply)	<input type="checkbox"/> Art <input type="checkbox"/> Business <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Drama <input type="checkbox"/> English/Language Arts <input type="checkbox"/> ESL <input type="checkbox"/> French <input type="checkbox"/> General Science <input type="checkbox"/> German <input type="checkbox"/> Health <input type="checkbox"/> Japanese <input type="checkbox"/> Library/Media <input type="checkbox"/> Mathematics <input type="checkbox"/> Music <input type="checkbox"/> Multiple Subjects (ECE and Elementary) <input type="checkbox"/> Physical Education <input type="checkbox"/> Physics <input type="checkbox"/> Social Studies <input type="checkbox"/> Spanish <input type="checkbox"/> Speech Teacher
* Authorization Level:	<input type="checkbox"/> Early childhood (preK-4) <input type="checkbox"/> Elementary (3-8) <input type="checkbox"/> Middle Level (5-9) <input type="checkbox"/> High School (7-12)
* School Name:	<input type="text"/>
* Cooperating Teacher Name:	<input type="text"/>
* This form was completed by (check all that apply):	<input type="checkbox"/> Supervisor <input type="checkbox"/> Cooperating Teacher
* This evaluation is for:	<input type="radio"/> Student Teaching I: Final <input type="radio"/> Student Teaching II: Final

Summary of Evaluation

Please note: all fields must be entered before you can submit this form.

- * The candidate has made satisfactory progress toward meeting all objectives of the field experience. Yes No
- * The results of this evaluation have been shared in an evaluation conference with the candidate. Yes No
- * Attending the conference (check all that apply):
 Supervisor
 Cooperating Teacher
 Candidate
- * Date of conference: [Choose date](#)

Calculate Scores

Evaluation of Field Experience

1. Planning instruction that supports student progress in learning and is appropriate for the developmental level

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Learning Goals NA <input type="checkbox"/>	<input type="radio"/> 1 Learning goals are not clear or are not consistent with school's curriculum standards and state standards	<input type="radio"/> 2 Learning goals are consistent with school's curriculum goals but do not reflect the state standards	<input type="radio"/> 3 Learning goals are consistent with the school's curriculum goals, state and district standards	<input type="radio"/> 4 Learning goals are consistent with the school's curriculum goals, state and district standards The candidate can speak to the link between lesson goals, state and/or professional standards	<input type="text"/>
Content NA <input type="checkbox"/>	<input type="radio"/> 1 Content does not match students' abilities	<input type="radio"/> 2 Content is well chosen, but activities may not hold student interest and/or may not lead to attainment of desired outcomes	<input type="radio"/> 3 Content objectives, activities and assessments are appropriate to desired outcomes and student performance levels	<input type="radio"/> 4 Content objectives, activities and assessments are appropriate to desired outcomes and student performance levels, and include creatively designed activities for students of different abilities	<input type="text"/>
Lessons & Activities	<input type="radio"/> 1 Activities and	<input type="radio"/> 2 Activities and	<input type="radio"/> 3 Appropriate materials	<input type="radio"/> 4 Activities address	<input type="text"/>

NA <input type="checkbox"/>	materials are not well selected or well organized	materials do not reflect an awareness of student needs	are selected and organized, and lesson plans reflect an awareness of students with diverse needs and varied cultural and linguistic backgrounds	varying cultural and social perspectives The candidate can speak to the research basis for learning activities	
				Total Score:	<input type="text"/>

Comments:

II. Establishing a classroom climate that is conducive to learning

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Interactions NA <input type="checkbox"/>	<input type="radio"/> 1 Does not always interact effectively with students	<input type="radio"/> 2 Interacts effectively with students, but still lacks the confidence needed to deal with some	<input type="radio"/> 3 Interacts thoughtfully and courteously with students and families, affirming the dignity of all	<input type="radio"/> 4 Interacts thoughtfully and courteously with students and families, affirming the dignity of all Has a very positive impact on the classroom's emotional climate	<input type="text"/>
Behavior & communication NA <input type="checkbox"/>	<input type="radio"/> 1 Does not model appropriate behavior	<input type="radio"/> 2 Models appropriate behavior Communicates classroom rules, but may not always make expectations clear to students	<input type="radio"/> 3 Models appropriate behavior Provides consistent expectations, support and accountability for classroom rules and behavior expectations	<input type="radio"/> 4 Models appropriate behavior Resolves conflicts in a confident, professional and effective manner	<input type="text"/>
Management of time & resources NA <input type="checkbox"/>	<input type="radio"/> 1 Has challenges in the management of transitions or	<input type="radio"/> 2 May still have challenges in the management of transitions	<input type="radio"/> 3 Uses classroom time effectively Manages instruction	<input type="radio"/> 4 Uses classroom time effectively Manages	<input type="text"/>

materials	and/or materials	materials and transitions to promote student learning	instruction materials and transitions to promote student learning
		Establishes classroom procedures that consider the influence of students' home and community and affirms equity of opportunity	Coordinates use of support personnel, instructional assistants and volunteers to achieve instructional objectives
			Establishes classroom procedures that consider the influence of students' home and community and affirms equity of opportunity
			Total Score: <input type="text"/>

Comments:

III. Engaging students in planned learning activities

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Organization NA <input type="checkbox"/>	<input type="radio"/> 1 Lacks the ability to effectively organize instruction	<input type="radio"/> 2 Can organize small-group instruction but may be challenged by large-group instruction	<input type="radio"/> 3 Organizes instruction appropriately for students' developmental levels	<input type="radio"/> 4 Uses a variety of research-based practices, effective organizational structures and creative learning activities	<input type="text"/>
Student attention NA <input type="checkbox"/>	<input type="radio"/> 1 Does not consistently gain and maintain student	<input type="radio"/> 2 Gains and maintains student attention but does not always communicate	<input type="radio"/> 3 Gains and maintains students' attention, communicates learning outcomes effectively	<input type="radio"/> 4 Gains and maintains students' attention, communicates learning outcomes effectively	<input type="text"/>

	attention	learning outcomes		Generates student enthusiasm for learning	
Student engagement NA <input type="checkbox"/>	<input type="radio"/> 1 Does not consistently monitor student engagement	<input type="radio"/> 2 Implements instruction based on subject matter and basic skills Does not adjust original lesson plan when student response indicates the need to do so	<input type="radio"/> 3 Implements instruction that promotes critical thinking and problem solving Monitors student engagement during instruction and shows some flexibility in modifying the lesson as needed	<input type="radio"/> 4 Involves and engages all students while considering linguistic, cultural, and/or ability differences	<input type="text"/>
				Total Score:	<input type="text"/>

Comments:

IV. Evaluating, acting upon and reporting student progress in learning

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Evaluation NA <input type="checkbox"/>	<input type="radio"/> 1 Cannot select or correctly administer appropriate assessments	<input type="radio"/> 2 Makes attempts to assess student learning, but assessments may not always be thoughtfully designed or linked to desired outcomes	<input type="radio"/> 3 Evaluates student performance as an outcome of instruction using a variety of appropriate assessments	<input type="radio"/> 4 Meets all criteria for proficient and uses a variety of measures (informal tests, performance assessments and structured observations) Creates own assessments when necessary	<input type="text"/>
Reporting NA <input type="checkbox"/>	<input type="radio"/> 1 Cannot correctly summarize or report	<input type="radio"/> 2 Can report data to others, but does not consistently use assessment data to	<input type="radio"/> 3 Clearly summarizes student performance data	<input type="radio"/> 4 Meets all criteria for proficient and: Prepares data	<input type="text"/>

assessment findings	make instructional decisions or reflect on own teaching performance	and reports student learning	summaries to report outcomes to others
		Uses assessment data to select and refine instructional goals, and reflect on own teaching effectiveness	Intelligently interprets and reflects upon assessment data to objectively evaluate teaching effectiveness
			Total Score:
			<input type="text"/>

Comments:

V. Exhibiting professional behaviors, ethics and values

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Responsibility NA <input type="checkbox"/>	<input type="radio"/> 1 Inconsistent in attendance, punctuality or meeting responsibilities	<input type="radio"/> 2 Shows sincere interest in teaching but may not always consistently meet responsibilities	<input type="radio"/> 3 Is dependable, conscientious and punctual in meeting work responsibilities	<input type="radio"/> 4 Meets all criteria for proficient and takes initiative in becoming a member of the school team	<input type="text"/>
Professionalism NA <input type="checkbox"/>	<input type="radio"/> 1 Unacceptable appearance, demeanor or interactions	<input type="radio"/> 2 Appearance, demeanor and/or interactions may not be consistently professional	<input type="radio"/> 3 Maintains appropriate appearance and demeanor	<input type="radio"/> 4 Shows strong dedication to the profession and determination to make his/her school and classroom the best possible environment for teaching and learning	<input type="text"/>
Policy & practice NA <input type="checkbox"/>	<input type="radio"/> 1 Violates school or district policies and practices	<input type="radio"/> 2 Follows school policies and fulfills assignments as directed, but does not yet show strong initiative	<input type="radio"/> 3 Follows school policies and understands organizational culture and expectations	<input type="radio"/> 4 Meets all criteria for proficient and collaborates to provide internal/external assistance to students and families	<input type="text"/>

Honesty & integrity NA <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
	Does not consistently display honesty and integrity in professional behavior	Displays honesty and integrity in professional behavior	Displays honesty and integrity in professional behavior Interacts constructively with students, school staff, administrators and parents Shows an interest in students and the quality of their education	Meets all criteria for proficient and seeks out and participates in extracurricular professional activities	
				Total Score:	<input type="text"/>

Comments:

VI. GSE Goal: Using technology to enhance learning

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Skills NA <input type="checkbox"/>	<input type="radio"/> 1 Does not regularly use technology	<input type="radio"/> 2 Uses a word processor and e-mail application regularly May not use presentation software or a web browser in planning and/or facilitating instruction	<input type="radio"/> 3 Uses a word processor and e-mail application regularly. Uses presentation software or a web browser in planning and/or facilitating instruction	<input type="radio"/> 4 Meets all criteria for proficient and: Can solve routine hardware and software problems that occur in the classroom	<input type="text"/>
Instruction NA <input type="checkbox"/>	<input type="radio"/> 1 Instructional uses are trivial and/or inappropriate	<input type="radio"/> 2 Instructional use of technology has a minimal effect on learning	<input type="radio"/> 3 Instructional use of technology enhances student learning	<input type="radio"/> 4 Meets all criteria for proficient and: Technology is	<input type="text"/>

prominent in unit activities and used creatively in a way that enhances instruction

Students as well as the candidate use a range of technology tools

Total Score:

Comments:

Calculate Scores

Grade

Grade

Total Score

Save

Cancel