

STUDENT TEACHING FINAL EVALUATION

FINAL GRADE: _____

CLINICAL FACULTY: _____

STUDENT TEACHER: _____

GRADE OR SUBJECT: _____

SCHOOL: _____

DISTRICT: _____

DATE: _____

Directions: Evaluate the student teacher in each area using the following scale. The candidate's ratings should be based on whether he/she meets the appropriate SPA (Specialty Professional Association), state and national standards.

- NA = Not Applicable/Observed**
- 1 = Not Met:** Does not consistently meet minimal expectations for standard; often needs support from cooperating teacher or clinical faculty to perform at acceptable level
- 2 = Met:** Meets expectations for standard *as defined*; requires occasional minimal support from cooperating teacher or clinical faculty
- 3 = Target:** Meets expectations for standard; is confidently and consistently meeting expectations, needs little, if any, support/guidance from cooperating teacher or clinical faculty

I. Subject Matter Knowledge	Score
A. Demonstrates mastery of subject matter and its relationship to other disciplines	
B. Presents subject matter in a logical, sequential manner	
C. Presents multiple perspectives regarding how knowledge is developed	
D. Promotes the development of critical and creative thinking and problem solving and decision making skills	
E. Utilizes materials that are valid, effective, and accurate	
F. Applies learning theory to accommodate differences in student intelligence, perception, cognitive style, and varying achievement levels	
II. Classroom Learning Environment	Score
A. Creates a classroom environment that is conducive to learning for all learners	
B. Establishes a positive classroom climate which is socially, emotionally and physically safe for all learners	
C. Maintains a learning community in which learners assume responsibility for themselves and one another	
D. Involves learners in decision making and working both cooperatively and independently	
E. Establishes and maintains appropriate standards of behavior	
F. Uses instructional time effectively	
G. Engages all learners and monitors time on task	
H. Constructs and utilizes learning centers	
I. Constructs engaging bulletin boards that are linked to the curriculum	
J. Uses supplementary print or non-print materials	
K. Integrates technology into lessons	
L. Engages all learners in smooth and appropriate transitions	
III. Assessment, Planning and Instructional Strategies	Score
A. Plans instruction based on learners' needs, developmental progress, and prior knowledge	
B. Learner outcomes and procedures are achieved in the identified time framework	
C. Identifies appropriate learner outcomes that are measurable and aligned with national, state, and local standards	
D. Identifies appropriate NJCCC and CCS Standards for all procedures and assessments	

E. Includes practical application of the content material and links it to real purposes in daily lives	
F. Employs appropriate and varied strategies to accomplish learner outcomes during lessons	
G. Monitors student progress throughout lessons	
H. Provides effective and appropriate instructional support for all learners	
I. Provides appropriate feedback to facilitate learner engagement and achievement	
J. Provides ample teacher modeling and guided practice to ensure differentiated instruction for all learners	
K. Employs a variety of reading, writing, and speaking strategies for addressing learner outcomes	
L. Indicates appropriate modifications/adaptations for students of diversity based on the demonstrated needs of all learners	
M. Provides ample opportunities for P-12 student self-reflection	
N. Demonstrates daily, weekly, and long range planning skills	
O. Constructs, administers, and interprets appropriate, valid pre assessments and uses information to guide instruction for all learners	
P. Constructs, administers, and interprets appropriate, valid formative assessment and uses information to guide instruction for all learners	
Q. Constructs, administers, and interprets appropriate, valid post assessments and uses information to guide instruction for all learners	
R. Provides evidence of P-12 student learning of NJCCCS, Common Core State Standards or NJ Preschool Teaching and Learning Expectations: Standards of Quality	
IV. Communication	Score
A. Uses written and spoken standard English proficiently	
B. Models legible handwriting	
C. Observes and uses effective communication tools for all learners	
D. Articulates logical and sequential directions	
E. Communicates in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender, and social differences	
V. Professionalism	Score
A. Maintains a professional appearance and demeanor	
B. Meets expectations regarding attendance, punctuality, assumption of responsibility, and initiative	
C. Uses reflection and current research to inform instructional decisions	
D. Cultivates positive, effective collaborative relationships with school personnel	
E. Dialogues with school personnel regarding instructional decisions	
F. Uses reflection to identify professional development goals	
G. Demonstrates methods for creating a meaningful parent partnership that contribute to teaching and learning for all learners	
H. Cooperates with university personnel	
I. Demonstrates an ability to respond in a mature and professional manner	
J. Responds positively to constructive criticism and feedback	
K. Uses appropriate dispositions with students, colleagues, and families to create a positive learning environment	

Comments: *(Attach additional page if necessary.)*