

**Lawrence University  
Education Department**

**STUDENT TEACHING EVALUATION FORM**

Student Teacher \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_

Subject and Grade Level Taught \_\_\_\_\_

*Please check:*             MIDTERM EVALUATION                       FINAL EVALUATION

**Directions:** Using the rating scale below, please rate the candidate's performance for each indicator and add comments at the end. When you are finished, please discuss the evaluation with the student teacher, who must sign the form. Return the completed evaluation to: Carol Marx, Administrative Assistant, Education Department, Lawrence University, 711 E. Boldt Way SPC 22, Appleton WI 54911. If you have questions, please call the education office at (920) 832-6714 or e-mail [carol.a.marx@lawrence.edu](mailto:carol.a.marx@lawrence.edu).

<b>RATING SCALE &amp; CRITERIA</b>	
<b>4</b> <b>Evident at an exemplary level</b>	Indicates that performance of the desired behavior goes well beyond expectations for a pre-service teacher. (Reserved for truly outstanding performance.)
<b>3</b> <b>Consistently evident</b>	Indicates that the desired behavior is always observed when called for. (Considered the target rating for a pre-service teacher.)
<b>2</b> <b>Sometimes evident</b>	Indicates that the desired behavior is emerging; it is sometimes observed when called for, yet at other times is not observed when expected.
<b>1</b> <b>Not evident</b>	Indicates that the desired behavior is not observed when called for.
<b>NA</b> <b>No opportunity to observe</b>	Indicates that the behavior is not applicable to the context or that the evaluator had no opportunity to observe it.

<b>1</b> <b>Not</b> <b>evident</b>	<b>2</b> <b>Sometimes</b> <b>Evident</b>	<b>3</b> <b>Consistently</b> <b>evident</b>	<b>4</b> <b>Evident at an</b> <b>exemplary level</b>
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### **Professional Attitudes**

1. Displays interest in and enthusiasm for the subject taught.	1	2	3	4	NA
2. Evidences a genuine interest in students and their well being.	1	2	3	4	NA
3. Exhibits fairness, respect, and care in dealing with students.	1	2	3	4	NA
4. Accepts responsibility for students' learning and school success.	1	2	3	4	NA
5. Is self-critical and reflective about his/her teaching practice and works hard at becoming a knowledgeable and skilled teacher.	1	2	3	4	NA
6. Responds positively to criticism and suggestions for change.	1	2	3	4	NA
7. Is reliable and prompt in the execution of classroom and school duties and responsibilities.	1	2	3	4	NA
8. Participates in department and school meetings, programs, and activities.	1	2	3	4	NA
9. Establishes positive relationships with school colleagues, parents, and agencies in the larger community.	1	2	3	4	NA

### **Knowledge of Subject**

10. Understands the central concepts, tools of inquiry, and structure of the discipline.	1	2	3	4	NA
11. Demonstrates a sense of proportion for what is important to be taught.	1	2	3	4	NA
12. Organizes content consistent with needs and level of class taught and modifies as necessary to support student learning.	1	2	3	4	NA
13. Exhibits ability to translate content knowledge into meaningful learning activities that lead to learning for understanding.	1	2	3	4	NA
14. Demonstrates ability to make connections among the liberal arts and sciences and to draw upon various disciplines in presenting lessons.	1	2	3	4	NA

### **Teaching Procedures**

15. Plans, organizes, and delivers lessons reflecting an understanding of how adolescents/children learn and are motivated, individually and in groups.	1	2	3	4	NA
16. Prepares comprehensive written lesson plans specifying learning objectives and providing for on-going assessment of learning.	1	2	3	4	NA
17. Understands course/unit objectives and translates them into effective and varied learning activities.	1	2	3	4	NA
18. Typically engages students in multiple types of learning activity each class period.	1	2	3	4	NA
19. Effectively uses verbal and nonverbal communication techniques that foster active inquiry and engagement in learning.	1	2	3	4	NA

20. Uses appropriately a variety of formal and informal assessment techniques to evaluate student learning.	1	2	3	4	NA
21. Understands and uses appropriately various forms of instructional technology.	1	2	3	4	NA
22. Creates a learning environment that encourages positive social interaction and collaboration.	1	2	3	4	NA
23. Consistently engages pupils in the production of knowledge, discourse, or artifacts that demonstrate learning.	1	2	3	4	NA
24. Creates situations that lead to increased student responsibility, confidence and self-motivation.	1	2	3	4	NA

### **Group/Individual Differences**

25. Teaches in a manner that responds to the needs of individuals as well as to the unique characteristics of the whole class and adapts instruction as necessary to promote learning.	1	2	3	4	NA
26. Matches instruction to differences among students in ability and prior learning.	1	2	3	4	NA
27. Matches instruction to differences that arise from cultural background, ethnicity, or socio-economic status.	1	2	3	4	NA
28. Works effectively with exceptional needs students in the class.	1	2	3	4	NA

### **Classroom Management**

29. Understands the relationship between classroom order and learning and manages the classroom accordingly.	1	2	3	4	NA
30. Establishes and dispatches classroom routines and procedures promptly and smoothly.	1	2	3	4	NA
31. Uses an engaging and challenging curriculum and instructional techniques that contribute to maintaining order.	1	2	3	4	NA
32. Is quick to sense and respond appropriately to behavior problems.	1	2	3	4	NA
33. Is fair and consistent in dealing with classroom management and student behavior problems.	1	2	3	4	NA

### **Personal Traits**

34. Presents a neat, professional appearance and demeanor.	1	2	3	4	NA
35. Has voice and mannerisms that contribute positively to the presentation of material and student learning.	1	2	3	4	NA
36. Displays emotional balance and self-confidence.	1	2	3	4	NA
37. Displays the enthusiasm, vitality, and sense of humor requisite to effective teaching.	1	2	3	4	NA
38. Establishes a learning environment characterized by mutual respect and tolerance.	1	2	3	4	NA

**Overall Evaluation**

Compared with others of similar experience, how would you rate this student teacher's performance?  
*(circle one)*

**Poor          Below Average          Average          Above Average          Superior**

Have students learned from this student teacher? What evidence can you give that the student teacher has had a positive impact on student learning?

What are the student teacher's particular strengths?

What are areas for improvement?

**Evaluator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

*Please check:*       COOPERATING TEACHER       UNIVERSITY SUPERVISOR

**Student Teacher Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

*(Student teacher **must** sign evaluation)*