

Appendix E

**Teacher Education Program
Student Teaching Evaluation (Conservatory)**



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:

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

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1 Not evident	2 Sometimes Evident	3 Consistently evident	4 Evident at an exemplary level
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Content Knowledge

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|---|---|---|---|---|-----------|
| 1. Understands the central concepts, tools of inquiry, and structure of the discipline. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 2. Demonstrates a sense of proportion for what is important to be taught. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 3. Demonstrates ability to make connections among the liberal arts and sciences and to draw upon various disciplines in presenting lessons. | 1 | 2 | 3 | 4 | <i>NB</i> |

Pedagogical Practice

- | | | | | | |
|---|---|---|---|---|-----------|
| 4. Prepares comprehensive written lesson plans specifying learning objectives and providing for on-going assessment of learning. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 5. Understands course/unit objectives and translates them into effective and varied learning activities. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 6. Typically engages students in multiple types of learning activity each class period. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 7. Exhibits ability to translate content knowledge into meaningful learning activities that lead to learning for understanding. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 8. Consistently engages students in the production of knowledge, discourse, or artifacts that demonstrate learning. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 9. Uses various forms of instructional technology to promote student engagement and learning and to assess individual student progress. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 10. Uses a variety of formal and informal assessment techniques to evaluate student learning. | 1 | 2 | 3 | 4 | <i>NB</i> |

Student Engagement

- | | | | | | |
|---|---|---|---|---|-----------|
| 11. Understands the relationship between classroom order and learning and manages the classroom accordingly. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 12. Establishes and dispatches classroom routines and procedures promptly and smoothly. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 13. Uses an engaging and challenging curriculum and instructional techniques that contribute to maintaining order. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 14. Uses effective verbal and nonverbal communication techniques to foster active inquiry and engagement in learning. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 15. Fosters a learning environment that encourages positive social interaction and collaboration. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 16. Creates situations that lead to increased student responsibility, confidence and self-motivation. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 17. Is quick to sense and respond appropriately to behavior problems. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 18. Is fair and consistent in dealing with classroom management and student behavior problems. | 1 | 2 | 3 | 4 | <i>NB</i> |

Adaptive Expertise

- | | | | | | |
|--|---|---|---|---|-----------|
| 19. Plans, organizes, and delivers lessons reflecting an understanding of how youth learn and are motivated, individually and in groups. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 20. Organizes content consistent with needs and level of class taught. | 1 | 2 | 3 | 4 | <i>NB</i> |
| 21. Teaches in a manner that responds to the needs of individuals and adapts instruction as necessary to promote learning. | 1 | 2 | 3 | 4 | <i>NB</i> |

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22. Matches instruction to differences in prior learning or ability.	1	2	3	4	NB
23. Works effectively with students with disabilities or special needs.	1	2	3	4	NB
24. Adapts instruction to differences that arise from cultural background, gender, ethnicity, or socio-economic status.	1	2	3	4	NB

Professional Conduct

25. Exhibits the emotional balance, self-confidence, vitality, and sense of humor requisite to effective teaching.	1	2	3	4	NB
26. Presents a neat, professional appearance and demeanor.	1	2	3	4	NB
27. Displays interest in and enthusiasm for the subject taught.	1	2	3	4	NB
28. Has voice and mannerisms that contribute positively to the presentation of material and student learning.	1	2	3	4	NB
29. Exhibits fairness, respect, and care in dealing with students.	1	2	3	4	NB
30. Evidences a genuine interest in students and their well-being.	1	2	3	4	NB
31. Establishes a learning environment characterized by mutual respect and tolerance.	1	2	3	4	NB
32. Establishes positive relationships with school colleagues, parents, and agencies in the larger community.	1	2	3	4	NB
33. Is reliable and prompt in the execution of classroom and school duties and responsibilities.	1	2	3	4	NB
34. Participates in department and school meetings, programs, and activities.	1	2	3	4	NB
35. Accepts responsibility for students' learning and school success.	1	2	3	4	NB
36. Responds positively to criticism and suggestions for change.	1	2	3	4	NB
37. Is self-critical and reflective about his/her teaching practice and works hard at becoming a knowledgeable and skilled teacher.	1	2	3	4	NB

Educational Mission

38. Demonstrates awareness of the role of education in a democracy and the relation of school to society.	1	2	3	4	NB
39. Models and encourages engagement in the civic life of the school and community.	1	2	3	4	NB

Conducting Skills

40. Uses a clear, concise beat that is expressive and easy to follow.	1	2	3	4	NA
42. Displays a minimum amount of extraneous body movement and maintains correct posture.	1	2	3	4	NA
42. Interprets score accurately and musically.	1	2	3	4	NA
43. Communicates ideas effectively from the podium.	1	2	3	4	NA
44. Uses appropriate facial expressions to enhance conducting gestures.	1	2	3	4	NA
45. Cues parts appropriately.	1	2	3	4	NA
46. Release gestures are precise.	1	2	3	4	NA

Rehearsal Skills

47. Uses rehearsal time effectively.	1	2	3	4	NA
48. Plans effective warm-ups.	1	2	3	4	NA
49. Is perceptive in evaluating ensemble.	1	2	3	4	NA
50. Works toward specific, clearly stated goals.	1	2	3	4	NA
51. Teaches students to listen.	1	2	3	4	NA
52. Encourages students to develop musicianship.	1	2	3	4	NA

Appendix E
Overall Evaluation

Compared with others of similar experience, how would you rate this student teacher's performance?

- Poor Below Average Average Above Average Superior

Have students learned from this student teacher? What is the evidence of 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)