



BENEDICTINE UNIVERSITY
SCHOOL OF EDUCATION
ASSESSMENT AND EVALUATION OF STUDENT TEACHING EXPERIENCE

Benedictine University educators are effective practitioners, committed to scholarship, lifelong inquiry, leadership and social responsibility.

Evaluation

Student Name: _____

University Supervisor Midterm: _____

Date of Assessment: _____

Cooperating Teacher Midterm: _____

Candidate Self-Evaluation Midterm: _____

Semester of Experience: _____

Cooperating Teacher Final: _____

Candidate Self-Evaluation Final: _____

School _____

Cooperating Teacher _____ University Supervisor _____

Note: The University Supervisor, Cooperating Teacher(s), and Candidate should complete and submit a midterm evaluation of the candidate's performance and behavior approximately halfway through the student teaching experience. Each should subsequently submit a final evaluation, during the last two weeks of the student teaching experience.

DIRECTIONS: Please indicate in the correct rating box (1-5) to what extent the following descriptors are observed during the student's instruction. It is extremely important that ratings be clearly entered in the center of the appropriate box, not on the line between boxes. Comments can be made following each standard area, as well as at the end of the evaluation. Please use the following rating scale as a guide: 0 = Lack for basis of judgment at this time; 1 = No progress toward competency at a pre-service teaching level; 2 = Minimal competency at a pre-service teaching level; 3 = Approaching competency at a pre-service teaching level; 4 = Demonstrates competency at a pre-service teaching level; 5 = Exceeds competency at a pre-service teaching level. On final evaluations, all performance indicators should be rated 1 to 5 (i.e., there should be no ratings of "N").

1. Teaching Diverse Learners: (Scholarship; Lifelong Inquiry; Leadership; Social Responsibility)	0	1	2	3	4	5
Ability to adjust time and tasks to meet needs of all students.						
Modifies content to meet needs of all students.						
Models and fosters a climate of respect, acceptance and community.						
Uses cultural diversity to enrich instruction.						
Identifies student needs and employs a variety of methods to address the needs (e.g., multiple intelligences, learning styles, and performance modes).						
Comments:						
2. Content Area & Pedagogical Knowledge: (Scholarship; Lifelong Inquiry)	0	1	2	3	4	5
Displays an understanding of major discipline concepts.						
Uses inquiry processes.						
Use multiple explanations and examples to present key ideas.						
Makes connections to other subjects and real life.						
Designs learning experiences that integrate technology.						
Comments:						

6. Reading, Writing, & Oral Communication: (<i>Scholarship; Lifelong Inquiry</i>)	0	1	2	3	4	5
Selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student.						
Facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content.						
Uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies appropriate to the content.						
Teaches students to analyze, evaluate, synthesize, and summarize information in text.						
Teaches students to develop written text appropriate to the content areas.						
Integrates reading, writing, and oral communication to engage students in content learning.						
Stimulates discussion in the content areas for varied instructional and conversational purposes.						
Comments:						
7. Assessment: (<i>Lifelong Inquiry; Social Responsibility</i>)	0	1	2	3	4	5
Understands assessment as a means of diagnosing, remediating and improving instruction.						
Uses Illinois Academic Standards as an assessment guide.						
Uses assessment as a tool of reflection and content modification.						
Displays the ability to select, construct and use assessment strategies to improve instruction.						
Demonstrates the ability to identify student learning needs.						
Demonstrates the ability to develop learning strategies to address diagnosed needs.						
Works to involve students in self-assessment.						
Keeps accurate records of student work and performance.						
Communicates progress to students, parents and administration in a knowledgeable and responsible manner.						
Comments:						
8. Collaborative Relationships (Leadership; Social Responsibility)	0	1	2	3	4	5
Understands the place of school in the community.						
Understands the need for collaboration and cooperation.						
Practices collaborative skills.						
Seeks and uses community resources.						
Works to develop positive rapport with students, parents and colleagues.						
Initiates collaboration with others to create opportunities that enhance student learning.						
Uses digital tools and resources to promote collaborative interactions.						
Uses effective co-planning and co-teaching techniques to deliver instruction to each student.						
Participates in the design and implementation of individualized instruction for students with special needs.						
Comments:						

9. Professional Leadership & Advocacy: (Leadership; Social Responsibility)	0	1	2	3	4	5
Is punctual and responsible.						
Dress in an appropriate manner.						
Understand and respects school organization and policy.						
Is open and respectful when constructive criticism is offered						
Consistently follows recommendations offered by cooperating teacher and university supervisor						
Demonstrates flexibility, cooperation, enthusiasm and initiative.						
Models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect.						
Understands and practices reflective self-assessment.						
Participates in professional dialogue and is interested in continuous learning.						
Willingly shares knowledge and skills with others.						
Understands teacher's role as student advocate.						
Comments:						

Required Attachments: The University Supervisor, Cooperating Teacher(s) and Candidate should each independently select and submit one of the candidate's lesson plans that he or she believes to be most representative of the candidate's best work. For the midterm evaluation, select a lesson plan created over the prior 1-3 weeks that you personally believe to be indicative of the candidate's best work. For the final evaluation, select a lesson plan created during the time when the candidate had full teaching and planning responsibilities that you personally believe to be indicative of the candidate's best work. The selected lesson plan should subsequently be submitted with the corresponding candidate (midterm and final) evaluation form.

Signature of University Supervisor:

Date

Signature of Cooperating Teacher:

Date

Signature of candidate:

Date

General Comments:

To be completed by the University Supervisor ONLY, at **midterm** and **at completion** of the student teaching experience:

_____ Student demonstrates competency at a pre-service teaching level.
Special strengths include:

_____ Student needs to improve in the following area(s):

Overall Performance Evaluation

Teaching and overall school performance reflect a high level of commitment, preparedness, and effort.

1
Low/Unsatisfactory

2

3
Moderate/Basic

4

5
High/Distinguished