

Student Teaching – The Final Grade

Student: _____
Coll. Supv.: _____ Date: _____

The student teacher who earns a(n)	A, consistently...	B, generally...	C+, but passes student teaching...	fails student teaching...
Final Evaluation: (This should <i>only</i> be a general guide.)	Earned at least all "P's" and mostly "E's"	Earned mainly "P's" and some "DP's"	Earned mainly "DP's"	Earned all "DP's" or lower
Professionalism & Dispositions:	Met all attendance requirements	Met all attendance requirements	Numerous absences with questionable excuses; Met attendance requirements eventually;	Failed to meet minimum requirements for attendance
	Arrived at school on time and stayed until appropriate quitting time	Arrived at school at the last minute or left at earliest possible moment or was late several times;	Arrived late and/or left early on numerous occasions; Did not seem particularly committed;	Arrived consistently late; Often unprepared as a result of late arrivals; Was not committed; Behaviors failed to improve;
	Dressed in a highly professional manner appropriate to the school dress codes and class context	Dressed in a casual, but generally appropriate manner;	Dressed in a casual and sometimes inappropriate manner; Responded somewhat to suggestions for change;	Dressed in an unprofessional manner (unkempt, revealing, violated dress code); Failed to respond to suggestions regarding dress;
	Displayed a consistently pleasant, optimistic, patient & approachable demeanor	Displayed a generally positive and pleasant manner	Seemed moody and unpredictable much of the time	Was unpleasant, argumentative, unfriendly and/or pessimistic
	Responded to unforeseen circumstances in an appropriate manner and modified actions or plans accordingly	Seemed somewhat unprepared when the unexpected happened; usually managed to recover	Had difficulty anticipating and reacting to unforeseen events; needed assistance in coming up with alternatives	Reacted in a consistently inflexible or stubborn manner
	Consistently started and finished projects/tasks correctly and on time	Was usually able to complete projects/tasks, but needed reminders and prompts	Had difficulty following through on promises; managed to come through at times	Failed to complete tasks and duties
Planning & Preparation:	Planned and prepared well-developed, detailed, interesting lessons	Planned and prepared solid lessons with detail and some interest	Planned minimally acceptable or weak lessons	Failed to master lesson plan development
	Correctly identified and aligned lesson with GLCEs and district standards	Identified GLCEs and district standards, but needed reminders	Had consistent difficulty aligning lessons with GLCEs or district standards	Failed to align lessons with GLCEs and district standards
	Accommodated the varied needs of students through differentiated instruction	Accommodated some needs of students through differentiated instruction	Was challenged to accommodate varying needs of students	Failed to accommodate for the range of students' needs
	Sought and used updated information and procedures	Used provided curriculum and materials	Used cooperating teacher's materials exclusively; did not seek out other options;	Used cooperating teacher's materials ineffectively

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	Planned consistently for varied instructional strategies, response modes and assessments according to the range of student needs	Planned for varied instructional strategies, response modes and/or assessments occasionally	Rarely planned for varied needs of students	Did not plan for varied needs of students
	Was prepared and ready to go with <u>each</u> class	Prepared at the last minute or was inconsistently prepared for classes	Was unprepared or underprepared on a number of occasions	Was consistently unprepared
Teaching:	Delivered creative, engaging lessons	Delivered routine lessons	Delivered mediocre, routine lessons	Delivered bland, boring or ineffective lessons; tried, but couldn't "deliver"
	Taught consistently in an enthused, energetic manner	Taught in a generally interesting manner	Taught in a bland, uncreative or unenthusiastic manner	Taught in a boring, dull, lackluster manner
	Engaged all students in meaningful, appropriate learning activities	Engaged most students some of the time	Engaged some students some of the time	Failed to engage students in learning
	Used a variety of sources, materials, and delivery methods and strategies	Used routine sources, materials and delivery methods and strategies	Used uncreative sources and strategies	Used repetitive sources exclusively
	Integrated appropriate technology into a variety of lessons throughout the term	Integrated technology occasionally in lessons	Rarely integrated technology into lessons	Did not integrate technology into any lessons
	Monitored and assessed student learning routinely	Monitored and assessed student learning inconsistently	Monitored and assessed student learning inconsistently or incorrectly	Failed to monitor or assess student learning
Command of Content:	Demonstrated an excellent command of the content and/or skills needed to teach the content	Demonstrated moderate command of the content and/or skills needed to teach the content	Had some difficulty mastering content and/or skills needed to teach the content	Demonstrated considerable difficulty mastering the content and/or skills needed to teach the content;
	Delivered content in an accurate, confident and thorough manner	Made occasional errors in delivery of information; seemed unsure of knowledge at times, but was able to continue and move forward with instruction;	Had consistent gaps in understanding; often delivered information incorrectly;	Usually incorrect or unaware of content;
	Anticipated students' questions and was consistently ready to explain or address said questions in an understandable manner	Was caught unaware by students' questions at times; had difficulty explaining or answering questions; was challenged to provide explanations at the students' levels	Had consistent difficulty answering students' questions or explaining content in an understandable manner	Had exceptional difficulty answering questions and explaining content in a manner that students could understand; explanations were convoluted or incomplete;

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Classroom Management:	Maintained classroom management	Demonstrated varying levels of classroom management, though made gains	Was challenged by classroom management; cooperating teacher could rarely leave room;	Failed to gain control of the classroom
	Approached classroom management in a proactive manner	Attempted to manage behavior, but needed consistent guidance from cooperating teacher(s); had some difficulty coming up with appropriate behavior plans;	Needed considerable guidance from cooperating teacher(s) to develop behavior management plans	Failed to seek or develop a classroom management plan
	Recognized behavior concerns and developed plans to resolve issues	Recognized behavior concerns but had difficulty developing plans to resolve issues	Waited for cooperating teacher to point out concerns and make suggestions	Did not recognize behavior concerns and failed to develop plans to resolve issues
	Maintained a consistently safe, positive classroom environment	Maintained a generally safe and positive classroom	Reacted in a negative manner a number of times;	Threatened or intimidated students;
Organization:	Approached teaching and preparation in a highly organized manner	Approached teaching and preparation in a somewhat organized manner	Approached teaching in a disorganized manner; seemed overwhelmed	Was consistently disorganized and overwhelmed
	Attended to details in preparation, organization and relationships	Attended to some details, but failed to address others	Missed details in preparation, grading and organization	Could not manage the day-to-day details of teaching
	Graded and returned materials quickly, accurately and efficiently	Graded and returned materials, but was usually delayed	Took long periods of time to grade and return assignments; was inaccurate at times	Graded assignments inaccurately OR failed to grade or return some assignments
	Maintained excellent, up-to-date records	Maintained records in a somewhat disorganized or inconsistent manner	Maintained inconsistent, incomplete records	Maintained haphazard, incomplete records
	Learned classroom routines and schedules quickly and accurately	Took some time to learn or seemed hesitant to implement classroom routines and schedules	Had difficulty learning classroom routines and schedules; had little "ownership" of this information	Failed to learn classroom routines and/or schedules
	Submitted all ST plans, units, reflections and assignments in a timely manner	Submitted several ST assignments late	Submitted ST assignments late or inaccurately	Submitted ST assignments late or not at all
Communication:	Interacted with cooperating teacher(s), college supervisor, staff, administration and parents in a highly professional manner	Interacted in a polite, but disengaged or distant manner with cooperating teacher(s), college supervisor, staff, administration and parents	Interacted in an awkward manner with cooperating teacher(s), college supervisor, staff, administration and parents; was a "loner"	Interacted in an awkward or inappropriate manner with cooperating teacher(s), college supervisor, staff, administration and parents; was a "loner"
	Maintained ongoing communication with the cooperating teacher and college supervisor	Maintained inconsistent communication with cooperating teacher and/or college supervisor	Maintained minimal communication, often failing to respond to notes, emails or phone calls	Had difficulty maintaining communication

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	Was able to bring up concerns/questions and talk them through with the cooperating teacher and/or college supervisor	Was able to bring up some concerns/questions with the cooperating teacher and/or college supervisor	Had difficulty talking about concerns or questions with the cooperating teacher and/or college supervisor	Failed to raise questions or concerns with cooperating teacher and/or college supervisor
	Used professional, accurate language in daily oral and written communication with students, staff, parents and administration	Used generally professional and accurate oral and/or written communication skills; made some errors in grammar or writing	Made frequent errors when speaking or writing, but made progress in recognizing and correcting errors;	Made consistent errors in speaking and writing; made few, if any, efforts to self-correct;
	Communicated and responded in a consistently diplomatic, respectful and tactful manner	Generally communicated and responded in a respectful manner	Communicated in a somewhat insensitive or thoughtless manner at times; responded in a defensive manner at times;	Communicated in an insensitive and thoughtless manner frequently; responded in a consistently defensive manner;
Relationships & Interactions:				
	Developed positive, respectful, professional relationships with cooperating teacher(s), college supervisor and other staff; outgoing	Developed professional relationships with cooperating teacher(s), college supervisor and other staff	Had some difficulty "connecting" with the cooperating teacher(s), college supervisor and other staff; seemed distant or curt at times; shy or hesitant	Failed to "connect" with the cooperating teacher(s), college supervisor and other staff; was rude, disrespectful or inappropriate
	Developed positive, appropriate relationships with majority of students	Developed relationships with some students	Developed sporadic relationships with students; hesitant to work with students	Failed to develop relationships with most students; antagonistic or aloof
	"Clicked" with students; obviously at ease with students	Interacted with students	Interacted with students, but seemed disconnected and distant	Failed to "connect" at all with majority of students
	Learned students' names and unique information about students quickly and accurately	Took time to learn students' names as well as some unique information about various students	Had difficulty learning names; had limited interest in getting to know students;	Failed to learn names and information about students; took little interest in doing so
Commitment & Passion:				
	Displayed high levels of energy, enthusiasm and vigor	Displayed inconsistent levels of energy and enthusiasm; had some difficulty sustaining efforts	Approached teaching in a routine or apathetic manner	Approached teaching in a bored, disengaged or disrespectful manner
	Was self-assured, poised and competent	Was generally comfortable, though expressed doubt at times	Expressed considerable doubt about efforts	Was consistently anxious, apprehensive, nervous, self-conscious and/or insecure
	Anticipated needs, actions and preparation without being told	Saw some needs, but needed reminders or prompts	Needed direction from cooperating teacher consistently to anticipate next steps	Relied exclusively on cooperating teacher(s) for direction;
	Was eager to take on responsibilities and reluctant to give them up	Took control as urged by cooperating teacher ^(e) or college supervisor	Relied heavily on cooperating teacher(s) or college supervisor for direction; cooperating teacher was rarely able to leave room	Was unable to assume control of class for required amount of time; Cooperating teacher was rarely able to leave room;
	Behaved in an ethical and committed manner	Behaved in an ethical manner	Had some difficulty committing to the experience	Behaved in an unethical or uncommitted manner

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	Volunteered; took initiative; Went "above and beyond"	Met requirements, but relied on cooperating teacher to determine next steps	Did the "bare minimum"; Rarely took the initiative;	Failed to meet minimal requirements; Rarely, if ever, took initiative; passive
	Demonstrated a <i>love</i> and <i>passion</i> for teaching	Seemed to like the ST experience, but didn't demonstrate a consistent "heart" or passion for teaching; seemed somewhat disengaged;	Went "through the motions" but did not seem to particularly like or enjoy teaching; other activities seemed more important than teaching;	Did not seem to enjoy teaching; did not seem to <i>want</i> to teach;
Reflective Practice:	Identified problems and sought solutions; Could "think on one's feet"; was able to alter teaching "in the moment"	Had some challenges identifying and acting on problems; seemed flustered when things didn't go as planned	Had consistent difficulty identifying and acting on problems; had difficulty coming up with quick and appropriate solutions	Could not identify or correct problems
	Reflected on teaching and adjusted as needed	Completed reflections in a minimal or late manner	Demonstrated minimal reflective activity	Failed to reflect on teaching or ST experience
	Analyzed student learning and consistently adjusted teaching as appropriate	Conducted some analysis of student learning, but needed help to evaluate and act on the results	Rarely analyzed student learning; had difficulty interpreting the results	Failed to analyze student learning or use the results to improve teaching
	Demonstrated a consistently "coachable" or "teachable" demeanor; Sought advice and feedback and acted on it consistently	Listened to feedback, but was not necessarily receptive to it; did not necessarily seek it out or act on it consistently	Listened to feedback, but rarely sought it out or acted on it; resisted feedback	Resisted feedback OR failed to act on it OR was not able to act on it
Comments/Considerations:				
Final Grade:				

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References:

- Enz, B. J., Hurwitz, S. C. & Carlile, B. J. (2007). *Coaching the Student Teacher: A Developmental Approach* (4th ed.). Dubuque IA: Kendall/Hunt Publishing.
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- Goethals, M. S., & Howard, R. A. (2000). *Student Teaching: A Process Approach to Reflective Practice*. (1st ed.) Upper Saddle River NJ: Merrill Prentice Hall.
- Goethals, M. S., Howard, R. A. & Sanders, M. M. (2004). *Student Teaching: A Process Approach to Reflective Practice*. (2nd ed.) Upper Saddle River NJ: Pearson Merrill Prentice Hall.
- Pelletier, C. M. (2004). *Strategies for Successful Student Teaching: A Comprehensive Guide* (2nd ed.). Boston, MA: Pearson Allyn Bacon.

