



Southwest Missouri State
UNIVERSITY

COOPERATING TEACHER'S EVALUATION OF STUDENT TEACHER
College of Education
Field Experiences and Clinical Practice
Teaching Academy – Elementary

Student Teacher Emily Yerke SSN _____
 Teaching Academy Bellevue Subject/Level 4th Semester/Year Fall 2005
 Cooperating Teacher Pam Anderson University Supervisor M. S. Holt

This assessment instrument is based on NCATE, MoSTEP, and the College of Education Conceptual Framework.

Instructions: For each statement on this form, please circle the rating below that, in your opinion, most accurately describes this student according to the following scale:

- 3 - Performs At a High Level
- 2 - Satisfactory
- 1 - Needs Improvement
- NA - Not Applicable
- NO - No Opportunity To Observe

Appropriate anecdotal comments should be placed in the spaces available on the last page as necessary and/or desired.

DEVELOPMENT, LEARNING AND MOTIVATION (ACEI/NCATE STANDARD 1, MoSTEP I.I.2.2, CF 3, 6)

Knows and identifies child/student development	3	2	1	NA
Understands student acquisition of knowledge	3	2	1	NA
Motivates the student	3	2	1	NA

CURRICULUM (ACEI/NCATE STANDARD 2, MoSTEP I.I.2.1, CF 1, 2)

Creates meaningful learning experiences that develops student competence in:

Communication Arts (a, b)	3	2	1	NA
Science (a, c)	3	2	1	NA
Mathematics (a, d)	3	2	1	NA
Social Studies (a, e)	3	2	1	NA
Connects skills across the curriculum (i)	3	2	1	NA
Helps students apply skills to the real world (j)	3	2	1	NA

INSTRUCTION (ACEI/NCATE STANDARD 3, MoSTEP 1.1.2.3, 1.1.2.4, 1.1.2.5, 1.1.2.6, CF 3, 5, 6, 9)

A. Planning and Organization

Appropriate preparation is demonstrated (a)	3	2	1	NA
Short range plans are available (a)	3	2	1	NA
Long range planning is evident (a)	3	2	1	NA
Planning demonstrates creative thought (a)	3	2	1	NA
Supplemental material is utilized (a)	3	2	1	NA
Student teaching materials are organized (a)	3	2	1	NA
Plans reflect attention to cultural diversity, exceptionalities, and multiple intelligences (a)	3	2	1	NA
Maintains accurate records (a)	3	2	1	NA

B. Implementation of Instruction

Effective set focuses, motivates, and connects to prior knowledge (a)	3	2	1	NA
Content, materials, and methods are consistent with clearly stated objectives (a)	3	2	1	NA
Content is relevant, age appropriate, and conveyed in a logical, sequential manner (b, e)	3	2	1	NA
Teaching techniques address different learning styles and multiple intelligences (b)	3	2	1	NA
Communicates clearly (e)	3	2	1	NA
Checks for transfer of learning (e)	3	2	1	NA
Critical thinking is promoted (c)	3	2	1	NA
Engages students in method of inquiry (e)	3	2	1	NA
Provides guided practice (a)	3	2	1	NA
Directions for practice are clearly stated and modeled (e)	3	2	1	NA
Brings focus back to the objective (closure) (a)	3	2	1	NA
Speaks and writes appropriately using Standard American English (e)	3	2	1	NA

C. Methodology and Practice

Utilizes media/technology effectively (e)	3	2	1	NA
Enables students to construct meaning from experiences (hands-on learning) (d)	3	2	1	NA
Cultivates self-esteem and self-motivation (d)	3	2	1	NA
Engages and expands thinking of learner (c)	3	2	1	NA
Uses cooperative learning structures (b)	3	2	1	NA

D. Classroom Management

Prevents disciplinary challenges through classroom organization, lesson development, and motivational techniques, including monitoring and redirecting (d, e)	3	2	1	NA
Keeps students focused and engaged in the learning process (e)	3	2	1	NA
Lesson is paced to maximize attention (e)	3	2	1	NA
Transitions flow smoothly (e)	3	2	1	NA
Appropriate reinforcement methods are utilized (e)	3	2	1	NA
Handles unexpected situations in a positive, controlled, and effective manner where classroom environment is supportive and risk free (d, e)	3	2	1	NA
Instills students with a sense of accomplishment and success while building self-esteem (d)	3	2	1	NA
Respects contributions, dignity, and worth of students (d)	3	2	1	NA

ASSESSMENT (ACEI/NCATE STANDARD 4, MoSTEP 1.1.2.8, CF 7)

Formal and informal assessment are used to evaluate and strengthen instruction

Gives immediate oral and/or written feedback

3	2	1	N.
3	2	1	N.

PROFESSIONALISM (ACEI/NCATE STANDARD 5, MoSTEP 1.1.2.7, 1.1.2.9, 1.1.2.10, CF 4, 6, 8, 10)

A. Practices and Behaviors

Demonstrates general classroom awareness/ "withitness" (a)

Is encouraging, supportive, and tolerant (a)

Communicates enthusiasm and optimism (a)

Retains composure and remains flexible under stress (a)

Is punctual (a)

Is responsible and dependable (a)

Adheres to attendance policies of school and university (a)

Models appropriate behavior (a)

Dresses appropriately (a)

Completes duties and assignments in a timely and responsible manner (a)

Is self motivated, cooperative, mature, resourceful, professional and dedicated to the task of teaching (a)

3	2	1	NA
3	2	1	NA
3	2	1	NA
3	2	1	NA
3	2	1	NA
3	2	1	NA
3	2	1	NA
3	2	1	NA
3	2	1	NA
3	2	1	NA
3	2	1	NA

B. Reflection and Evaluation

Improves practice through analysis of classroom challenges and considers alternative strategies (b)

Reflects upon personal strengths and weaknesses, and seeks to improve reflection in both oral and written form (b)

Participates in professional development opportunities (b)

3	2	1	NA
3	2	1	NA
3	2	1	NA

C. Collaboration with Families, Colleagues, and the Community

Maintains positive collaborative communication with families (c)

Fosters positive collaborative relationships with school colleagues (d)

Fosters positive collaborative relationships with the community and its agencies (d)

3	2	1	NA
3	2	1	NA
3	2	1	NA

SPECIFIC ACADEMIC SKILLS - ELEMENTARY EDUCATION

ORGANIZATION AND PLANNING (ACEI/NCATE STANDARD 3, MoSTEP 1.1.2.3, 1.1.2.4, 1.1.2.6, CF 6, 9)

The student teacher:

ITEMS TO BE RATED

COOPERATING TEACHER

- | | | | | | |
|---|---|---|---|----|----|
| 1. prepares and presents thorough daily plans with emphasis on integration of the curriculum. | 3 | 2 | 1 | NA | NO |
| 2. locates and presents supplemental materials in addition to text. | 3 | 2 | 1 | NA | NO |
| 3. prepares a resource material file appropriate for student teaching. | 3 | 2 | 1 | NA | NO |
| 4. adjusts plans, lessons, and evaluations to accommodate exceptionalities, cultural diversity, and multiple intelligences. | 3 | 2 | 1 | NA | NO |
| 5. organizes classroom environment to optimize subsequent teaching. | 3 | 2 | 1 | NA | NO |

TEACHING, ANALYSIS, AND REFLECTION (ACEI/NCATE STANDARD 3, MoSTEP 1.1.2.3, 1.1.2.4, 1.1.2.5, 1.1.2.6, 1.1.2.7, CF 5, 6, 9)

The student teacher:

ITEMS TO BE RATED

- | | | | | | |
|---|---|---|---|----|----|
| 1. practices multiple teaching techniques. | 3 | 2 | 1 | NA | NO |
| 2. works with individuals and small groups. | 3 | 2 | 1 | NA | NO |
| 3. utilizes cooperative learning strategies. | 3 | 2 | 1 | NA | NO |
| 4. utilizes enrichment activities and materials. | 3 | 2 | 1 | NA | NO |
| 5. demonstrates ability to motivate students. | 3 | 2 | 1 | NA | NO |
| 6. reteaches concepts/skills when necessary. | 3 | 2 | 1 | NA | NO |
| 7. instills students with a sense of accomplishment and success. | 3 | 2 | 1 | NA | NO |
| 8. displays adequate skills in using teaching aids (chalkboard, dry erase board, charts, learning centers, file folder games, bulletin boards, etc.). | 3 | 2 | 1 | NA | NO |

CLASSROOM MANAGEMENT AND DISCIPLINE (ACEI/NCATE STANDARD 3, MoSTEP 1.1.2.6, CF 6))

The student teacher:

ITEMS TO BE RATED

- | | | | | | |
|---|---|---|---|----|----|
| 1. communicates and reinforces classroom rules and procedures (seating chart, roll, lunch count, etc.). | 3 | 2 | 1 | NA | NO |
| 2. regulates physical aspects of the room. | 3 | 2 | 1 | NA | NO |
| 3. recognizes and redirects off-task behavior in a positive, appropriate manner. | 3 | 2 | 1 | NA | NO |
| 4. helps students develop self-management skills, work habits, behavior, and study skills. | 3 | 2 | 1 | NA | NO |
| 5. establishes clear lines of communication and interaction which are appropriate to content and grade level. | 3 | 2 | 1 | NA | NO |
| 6. maximizes time on task. | 3 | 2 | 1 | NA | NO |
| 7. manages transitional time effectively. | 3 | 2 | 1 | NA | NO |
| 8. models appropriate behavior. | 3 | 2 | 1 | NA | NO |

Student Teacher

E. Gerke

COOPERATING TEACHER

Areas of Strength:

Emily has grown over these weeks. She is becoming increasingly aware of the many tasks needing to be accomplished. She continues to find ways to connect learning objectives across the curriculum. She has learned to manage the classroom behavior, work habits, and paperwork more efficiently.

Areas Needing Improvement:

Other Comments:

Emily will continue to grow and learn as she gains experience in the classroom. She is eager to learn new ideas and techniques. She will be successful.

Signature:

Pam Anderson

Date:

December 1, 200

* Signature of Student Teacher:

Date:

* Student signature indicates only that the student has seen and read this evaluation. The student may or may not agree with the ratings and/or narrative comments.

ELEMENTARY STUDENT TEACHER EVALUATION
College of Education (Cooperating Teacher)
Field Experiences and Clinical Practice
Southwest Missouri State University
Springfield, Missouri

FINAL REPORT

Semester/Year Fall / 2005
 Block First

Student Teacher Emily Gerke SSN _____
 School Delaware Elementary Subject/Level Grade K
 Cooperating Teacher Mrs. Glover University Supervisor Loth

This evaluation instrument is based on the "General Learning Outcomes" from the Conceptual Framework for the Professional Education Unit of SMSU, DESE/MoSTEP Quality Indicators, NCATE standards, and specialty area expectations.

Instructions: For each statement on this form, please circle the rating below that, in your opinion, most accurately describes this student according to the following scale:

- 3 - Performs At A High Level
- 2 - Satisfactory.
- 1 - Needs Improvement
- NA - Not Applicable
- NO - No Opportunity To Observe

Appropriate anecdotal comments should be placed in the spaces available on the last page as necessary and/or desired.

1. DEVELOPMENT, LEARNING, MOTIVATION (MoSTEP 2, CF 3, 4, 6)

The student teacher:

**COOPERATING
TEACHER**

ITEMS TO BE RATED

- | | |
|---------------|---|
| (3) 2 1 NA NO | 1.1 exhibits knowledge of child/adolescent development. |
| (3) 2 1 NA NO | 1.2 demonstrates knowledge of theories of learning. |
| (3) 2 1 NA NO | 1.3 uses effective motivation strategies. |

2. CURRICULUM (MoSTEP 1, CF 1, 2, 3, 4, 6, 8)

The student teacher:

**COOPERATING
TEACHER**

ITEMS TO BE RATED

- | | |
|---------------|--|
| (3) 2 1 NA NO | 2.1 understands central concepts, and uses tools of inquiry and structures of the discipline taught. |
| (3) 2 1 NA NO | 2.2 develops methods, techniques and procedures to implement learning. |
| (3) 2 1 NA NO | 2.3 connects/applies content to life skills. |

3. INSTRUCTION (MoSTEP 3, 4, 5, 6, CF 1, 2, 3, 4, 5, 7, 9)

The student teacher:

**COOPERATING
TEACHER**

ITEMS TO BE RATED

- | | |
|---------------|---|
| (3) 2 1 NA NO | 3.1 plans/designs instruction based on prior experience, learning styles, strengths and need. |
| (3) 2 1 NA NO | 3.2 implements instructional strategies to meet needs of diverse learners. |
| (3) 2 1 NA NO | 3.3 engages students in active learning that promotes the development of critical thinking, problem solving and performance capabilities. |

- | | | | | | | |
|---|---|---|----|----|-----|--|
| 3 | 2 | 1 | NA | NO | 3.4 | uses effective behavior management strategies. |
| 3 | 2 | 1 | NA | NO | 3.5 | manages time, space, transitions and activities effectively. |
| 3 | 2 | 1 | NA | NO | 3.6 | models effective verbal/non-verbal communication skills. |
| 3 | 2 | 1 | NA | NO | 3.7 | utilizes technology/media effectively and appropriately. |

4. **ASSESSMENT (MoSTEP 8, CF 2, 4, 6, 7)**

The student teacher:

**COOPERATING
TEACHER**

ITEMS TO BE RATED

- | | | | | | | |
|---|---|---|----|----|-----|---|
| 3 | 2 | 1 | NA | NO | 4.1 | uses a variety of formal and informal assessment techniques to evaluate student progress and performance. |
| 3 | 2 | 1 | NA | NO | 4.2 | uses a variety of formal and informal assessment techniques to modify instructional approaches and learning strategies. |
| 3 | 2 | 1 | NA | NO | 4.3 | uses assessment strategies to involve learners in self-assessment activities. |

5. **PROFESSIONALISM (MoSTEP 7, 9, 10, CF 4, 6, 8, 10)**

The student teacher:

**COOPERATING
TEACHER**

ITEMS TO BE RATED

- | | | | | | | |
|---|---|---|----|----|-----|--|
| 3 | 2 | 1 | NA | NO | 5.1 | uses self-reflection to evaluate and improve teaching. |
| 3 | 2 | 1 | NA | NO | 5.2 | participates in activities designed to make the entire school a productive learning environment. |
| 3 | 2 | 1 | NA | NO | 5.3 | adheres to school standards in a professional manner. |
| 3 | 2 | 1 | NA | NO | 5.4 | exhibits professional personal attributes and attitudes. |
| 3 | 2 | 1 | NA | NO | 5.5 | fosters positive relationships with colleagues, parents and community agencies. |

SPECIFIC ACADEMIC SKILLS - ELEMENTARY EDUCATION

ORGANIZATION AND PLANNING (MoSTEP 1, 4, 5, CF 1, 2, 3, 4, 6, 9)

The student teacher:

COOPERATING TEACHER

ITEMS TO BE RATED

- | | |
|---------------|---|
| (3) 2 1 NA NO | 1. prepares and presents thorough daily plans with emphasis on integration of the curriculum. |
| (3) 2 1 NA NO | 2. locates and presents supplemental materials in addition to text. |
| (3) 2 1 NA NO | 3. prepares a resource material file appropriate for student teaching. |
| (3) 2 1 NA NO | 4. adjusts plans, lessons, and evaluations to accommodate exceptionalities, cultural diversity, and multiple intelligences. |
| (3) 2 1 NA NO | 5. organizes classroom environment to optimize subsequent teaching. |

TEACHING, ANALYSIS, AND REFLECTION (MoSTEP 1, 7, 9, CF 1, 2, 3, 4, 5, 6)

The student teacher:

COOPERATING TEACHER

ITEMS TO BE RATED

- | | |
|--------------------------|---|
| (3) 2 1 NA NO | 1. practices multiple teaching techniques. |
| (3) 2 1 NA NO | 2. works with individuals and small groups. |
| (3) 2 1 NA NO | 3. utilizes cooperative learning strategies. |
| 3 2 1 NA (NO) | 4. utilizes enrichment activities and materials. |
| (3) 2 1 NA NO | 5. demonstrates ability to motivate students. |
| (3) 2 1 NA NO | 6. reteaches concepts/skills when necessary. |
| (3) 2 1 NA NO | 7. instills students with a sense of accomplishment and success. |
| (3) 2 1 NA NO | 8. displays adequate skills in using teaching aids (chalkboard, dry erase board, charts, learning centers, file folder games, bulletin boards, etc.). |

CLASSROOM MANAGEMENT AND DISCIPLINE (MoSTEP 1, 2, 3, 6, CF 4, 6, 7, 8, 9)

The student teacher:

COOPERATING TEACHER

ITEMS TO BE RATED

- | | |
|---------------|---|
| (3) 2 1 NA NO | 1. communicates and reinforces classroom rules and procedures (seating chart, roll, lunch count, etc.). |
| 3 2 1 NA NO | 2. regulates physical aspects of the room. |
| (3) 2 1 NA NO | 3. recognizes and redirects off-task behavior in a positive, appropriate manner. |
| (3) 2 1 NA NO | 4. helps students develop self-management skills, work habits, behavior, and study skills. |
| (3) 2 1 NA NO | 5. establishes clear lines of communication and interaction which are appropriate to content and grade level. |
| (3) 2 1 NA NO | 6. maximizes time on task. |
| (3) 2 1 NA NO | 7. manages transitional time effectively. |
| (3) 2 1 NA NO | 8. models appropriate behavior. |

COOPERATING TEACHER

Areas of Strength:

Emily worked very well with young children. Her lessons were well paced and age appropriate. Emily had good control over classroom behavior.

Emily always went above and beyond her requirements as a student teacher.

Areas Needing Improvement:**Other Comments:**

Emily was loved by the Kindergarten class. She was patient and kind. The children always knew she would be there to help them with a kind word. Emily will make a wonderful teacher.

Signature: Jeannie GloverDate: 10/16/05* Signature of Student Teacher: Emily Jacks Date: 10/18/05

* Student signature indicates only that the student has seen and read this evaluation. The student may or may not agree with the ratings and/or narrative comments.