

**Berea College**  
**Student Teacher Evaluation Form**

**Student Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Cooperating Teacher:** \_\_\_\_\_ **KTIP training (yes or no)** \_\_\_\_\_

**Grade levels and/or subject taught:** \_\_\_\_\_ **Term and Year** \_\_\_\_\_

**School:** \_\_\_\_\_

**Instructions:** The performance criteria used in this evaluation reflect Berea College's Teacher Education Program Goals and connect with the Kentucky Teachers Standards. We ask you to assess the candidate on the individual objectives listed under each standard and to provide a global assessment of the candidate's performance on each standard. Please use the following scale to evaluate the student teacher's performance as observed during his/her work under your guidance.

- 4 – Meets the objective or standard with a high level of consistency. A candidate should be assigned a "4" if his/her teaching and related work meet the objective or standard on most occasions.
- 3 – Is clearly developing the ability to meet the objective or standard with some degree of consistency. A candidate should be assigned a "3" if he/she clearly understands and is working toward the objective, and his/her teaching and related work meet the objective or standard on some occasions.
- 2 – Shows some development in addressing the objective or standard. A candidate should be assigned a "2" if his/her teaching and related work only rarely meet the objective or standard.
- 1 – Shows little or no evidence of development in addressing the objective or standard. A candidate should be assigned a "1" if he/she does not yet possess adequate understanding of the objective or standard, and/or has not yet recognized its importance, and/or needs additional time to achieve it.

**Reviewing the Evaluation with the Student Teacher.** After completing this evaluation, please discuss it fully with the student teacher. If you and/or the student request a three-way conference, the college supervisor will also attend the meeting; however, a three-way conference is not required.

**Returning the Evaluation to the Education Studies Department.** After making a copy of this evaluation for your own records, please ask the student to return the original evaluation form to his/her college supervisor, after making a copy for his/her own portfolio.

As people who have found joy in life, learning, and teaching, and who trust in the power of human relationships to call forth inner strengths, teachers strive to relate to their students in ways that free both teacher and learner to engage in joyful, responsible and disciplined inquiry into the workings and possibilities of our world. [KTS 1, 2, 4]

- **Connects content to life experiences of student.** Effectively connects most content, procedures, and activities with relevant life experiences of students. (1.2) \_\_\_\_\_
- **Plans instructional strategies and activities that facilitate multiple levels of learning.** Plans instructional strategies that include several levels of learning that require higher order thinking. (2.5) \_\_\_\_\_
- **Implements and manages instruction in ways that facilitate higher order thinking.** Instruction provides opportunity to promote higher-order thinking. (4.5) \_\_\_\_\_

**Global Evaluation:** \_\_\_\_\_

**Comment:**

As people who value difference in human interactions, ideas and nature; who understand that identity is shaped by diversity, experiences, and environment; and who recognize that we must all work together to build a more just society, teachers create learning environments based on democratic principles which ensure that multiple perspectives are valued and considered, and which encourage students to speak from their own diverse experiences, to give value to those expressions, to explore their own diversity, and to bring those experiences to the broader community. [KTS 3]

- **Communicates high expectations.** Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives. (3.1) \_\_\_\_\_
- **Establishes a positive learning environment.** Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students. (3.2) \_\_\_\_\_
- **Values and supports student diversity and addresses individual needs.** Uses a variety of strategies and methods to supports student diversity by addressing individual needs. (3.3) \_\_\_\_\_
- **Fosters mutual respect between teacher and students and among students.** Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern. (3.4) \_\_\_\_\_
- **Provides a safe environment for learning.** Creates a classroom environment that is both emotionally and physically safe for all students. (3.5) \_\_\_\_\_

**Global Evaluation:** \_\_\_\_\_

**Comment:**

As people who appreciate the interconnectedness and interdependence of our world, teachers seek to add depth and breadth to their general knowledge as well as in-depth understandings of the content they teach. These teachers provide experiences that allow learners to recognize and value the interconnections that emerge as they explore their unfolding world. [KTS 1]

- **Communicates concepts, processes, and knowledge.** Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students. (1.1) \_\_\_\_\_
- **Demonstrates instructional strategies that are appropriate for content and contribute to student learning.** Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning. (1.3) \_\_\_\_\_
- **Guides students to understand content from various perspectives.** Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding. (1.4) \_\_\_\_\_
- **Identifies and addresses students' misconceptions of content.** Identifies misconceptions related to content and addresses them during planning and instruction. (1.5) \_\_\_\_\_

**Global Evaluation:** \_\_\_\_\_

**Comment:**

As people who have experienced the power and beauty of creating their own knowledge and constructing their own understandings, and who are committed to enabling their students to share this experience, teachers create dynamic learning environments providing both direct and vicarious experiences oriented around student interest and characterized by active inquiry, liberal use of time, self-correction, and engagement with others. [KTS 2, 4]

- **Develops significant objectives aligned with standards.** States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards. (2.1) \_\_\_\_\_
- **Uses contextual data to design instruction relevant to students.** Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data. (2.2) \_\_\_\_\_
- **Plans assessments to guide instruction and measure learning objectives.** Prepares assessments that measure student performance on each objective and help guide teaching. (2.3) \_\_\_\_\_
- **Plans instructional strategies and activities that address learning objectives for all students.** Aligns instructional strategies and activities with learning objectives for all students. (2.4) \_\_\_\_\_
  
- **Uses a variety of instructional strategies that align with learning objectives and actively engage students.** Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives. (4.1) \_\_\_\_\_
- **Implements instruction based on diverse student needs and assessment data.** Implements instruction based on contextual information and assessment data. (4.2) \_\_\_\_\_
- **Uses time effectively.** Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time. (4.3) \_\_\_\_\_
- **Uses space and materials effectively.** Uses classroom space and materials effectively to facilitate student learning. (4.4) \_\_\_\_\_

**Global Evaluation:** \_\_\_\_\_

**Comment:**

As people who see the promise in every person and believe that individuals have the ability and duty to create a more just society, teachers attend to each and every student by planning, implementing, and assessing meaningful learning experiences and systematically engage in critical reflection and self-correction. [KTS 5, 7]

- **Uses pre-assessments.** Uses a variety of pre-assessments to establish baseline knowledge and skills for all students. (5.1) \_\_\_\_\_
- **Uses formative assessments.** Uses a variety of formative assessments to determine each student's progress and guide instruction. (5.2) \_\_\_\_\_
- **Uses summative assessments.** Uses a variety of summative assessments to measure student achievement. (5.3) \_\_\_\_\_
- **Describes, analyzes, and evaluates student performance data.** Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups. (5.4) \_\_\_\_\_
- **Communicates learning results to students and parents.** Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives. (5.5) \_\_\_\_\_
- **Allows opportunity for student self-assessment.** Promotes opportunities for students to engage in accurate self-assessment of learning. (5.6) \_\_\_\_\_
  
- **Uses data to reflect on and evaluate student learning.** Reflects on and accurately evaluates student learning using appropriate data. (7.1) \_\_\_\_\_
- **Uses data to reflect on and evaluate instructional practice.** Reflects on and accurately evaluates instructional practice using appropriate data. (7.2) \_\_\_\_\_
- **Uses data to reflect on and identify areas for professional growth.** Identifies areas for professional growth using appropriate data. (7.3) \_\_\_\_\_
  
- **Identifies leadership opportunities that enhance student learning and/or professional environment of the school.** Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required. (10.1) \_\_\_\_\_
- **Develops a plan for engaging in leadership activities.** Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed. (10.2) \_\_\_\_\_
- **Implements a plan for engaging in leadership activities.** Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed. (10.3) \_\_\_\_\_
- **Analyzes data to evaluate the results of planned and executed leadership efforts.** Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts. (10.4) \_\_\_\_\_

**Global Evaluation:** \_\_\_\_\_

**Comment:**

As people who understand and appreciate the capacity of tools—informational, technological, physical and intellectual—to extend the reach and enhance the quality of work to be done, teachers incorporate appropriate tools into their own work-lives and integrate their use into the instructional environments they create with learners. [KTS 6]

- **Uses available technology to design and plan instruction.** Uses technology to design and plan instruction. (6.1)
- **Uses available technology to implement instruction that facilitates student learning.** Uses technology to implement instruction that facilitates student learning. (6.2)
- **Integrates student use of available technology into instruction.** Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs. (6.3)
- **Uses available technology to assess and communicate student learning.** Uses technology to assess and communicate student learning. (6.4)
- **Demonstrates ethical and legal use of technology.** Ensures that personal use and student use of technology are ethical and legal. (6.5)

**Global Evaluation:** \_\_\_\_\_

**Comment:**

As people who are committed to thinking together with others in the search for truth, wisdom and beauty, teachers create learning communities grounded in inquiry where students come to understand the critical role of communication in inquiry and where they feel the confidence that grows with the development of their ability to participate in a community of inquiry. [KTS 8]

- **Identifies students whose learning could be enhanced by collaboration.** Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale. (8.1) \_\_\_\_\_
- **Designs a plan to enhance student learning that includes all parties in the collaborative effort.** Designs a plan to enhance student learning that includes all parties in the collaborative effort. (8.2) \_\_\_\_\_
- **Implements planned activities that enhance student learning and engage all parties.** Implements planned activities that enhance student learning and engage all parties. (8.3) \_\_\_\_\_
- **Analyzes data to evaluate the outcomes of collaborative efforts.** Analyzes student-learning data to evaluate the outcomes of collaboration and identify next steps. (8.4) \_\_\_\_\_

**Global Evaluation:** \_\_\_\_\_

**Comment:**