



EDU4253 - Elementary Student Teacher Evaluation Report - Form A-B

Introduction

Student

Date

2019-10-28

Teacher

School

Grades level taught

☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Demographics

Please indicate the total number of students that you teach.

Please indicate the number of students in your classroom in each racial/ethnic category. Choose only one category per student. If none in a category, enter "0."

American Indian

Percent

Asian

Percent

Black

Percent

Hawaiian/Pacific Islands

Percent

Hispanic/Latino

Percent

White

Percent

Two or more races

Percent

Other

Percent

The total number of cross-cultural students in your classroom will appear below.

Total Cross-Cultural Students

Percent

Please indicate the number of students with exceptionalities in your classroom. If none, enter "0."

Total Students with Exceptionalities

Percent

Please indicate the number of students in your classroom receiving services. A student may be in more than one category. Please mark all that apply for each student. If none in a category, enter "0."



IEP/ISP

Percent

504 Plan

Percent

Title I

Percent

Gifted/Talented

Percent

Please indicate the number of students in your classroom who receive free/reduced lunch. If none, enter "0."

Free/Reduced Lunch

Percent

Please indicate the number of ESL/ELL students in your classroom. If none, enter "0."

ESL/ELL

Percent

Attendance

Please indicate the days the MLC student was absent. *Click* to add additional rows.

| Date absent | Reason |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |

Ministry Traits

Discuss in relation to service in the school and congregation.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for teaching
- shows dedication to the teaching ministry
- participates in congregational activities
- participates in school activities

Comments

Minnesota Standards of Effective Practice for Teachers (adapted)

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed. Use the following:

| 1 | 2 | 3 | 4 | 5 |
|-------------|--------------------------------|------------|----------------|-----------------------------------|
| Not evident | Inconsistent but developing | Proficient | Highly evident | Mastered at an exemplary level |

Standard 1: Subject Matter

1. demonstrates competence of the discipline(s) being taught

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. researches to find additional information

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments



Standard 2: Student Learning

1. modifies plans/procedures to meet students' needs

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. plans lessons that are developmentally appropriate

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. promotes active learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. plans activities/experiences to achieve maximum participation

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 3: Diverse Learners

1. respects each child as a unique child of God

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. is sensitive to students' backgrounds and feelings

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. provides for differences among students

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 4: Instructional Strategies

1. teaches lesson concepts logically and sequentially

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. employs teaching strategies which stimulate all levels of thinking skills

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. uses a variety of instructional resources to enhance lessons

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. uses technological resources to enhance lessons

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 5: Learning Environment

1. is flexible in dealing with unexpected situations

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. displays leadership qualities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. encourages and models Christian living among the students

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. speaks in a manner that gains the students' respect

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. uses disciplinary techniques which reflect Christian principles

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments



6. is consistent and persistent in letting students know what is expected

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

7. conducts orderly transition from lesson to lesson and between activities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

8. manages the entire class while working with smaller groups

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

9. is conscious of the "little" details that contribute to good order

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 6: Communication

1. has a pleasant and effective voice

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. demonstrates effective oral and written communication with children

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 7: Planning Instruction

1. plans systematically and carefully

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. plans to integrate the curriculum when appropriate

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. plans to integrate Christian truths into lessons when appropriate

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. integrates the curriculum and relates it to present day living

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. integrates Christian truths into lessons when appropriate

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. plans to integrate technology into lessons when appropriate

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 8: Assessment

1. uses valid procedures to assess student learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. provides feedback to students on the quality of their performance

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. uses technological tools to assess student learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments



2. is dependable in attendance

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. exhibits professional dress and demeanor

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. is reliable in completing assigned tasks

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. is well organized and efficient

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. displays initiative

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

7. is able to accept and implement constructive criticism

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

8. demonstrates effective oral and written communication with parents, co-workers, and community

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

9. makes appropriate self-evaluations of teaching

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

10. makes appropriate adjustments as a result of self-evaluation

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 10: Collaboration, Ethics, and Relationships

1. is considerate, courteous, and cooperative

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. is friendly when meeting people

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. relates well to others in social situations

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Narrative Evaluation

The Narrative Evaluation section (formerly Form B) provides information that will be used in the candidate's profile prepared for the WELS Assignment Committee.

Describe the candidate as a person:

Describe the candidate as an instructor:

Describe the candidate as a classroom manager:

Identify strengths shown by the candidate:

Identify subjects taught most effectively:

Identify weaknesses shown by the candidate:



Identify subjects taught least effectively:

Recommend the grade levels to which the candidate should be assigned:

Indicate areas of congregational service in which the candidate exhibited strength:

Additional Comments:

Final Ratings for Student Teaching

See "[Rubric for Final Ratings for Student Teaching](#)" for descriptions of rating choices.

Teaching:

- ☐ Superior
- ☐ Strong-Superior
- ☐ Strong
- ☐ Satisfactory-Strong
- ☐ Satisfactory
- ☐ Acceptable-Satisfactory
- ☐ Acceptable

Management:

- ☐ Superior
- ☐ Strong-Superior
- ☐ Strong
- ☐ Satisfactory-Strong
- ☐ Satisfactory
- ☐ Acceptable-Satisfactory
- ☐ Acceptable