

Student Teaching I - Form A-B Evaluation

Introduction

Student

Date

2021-12-16

Teacher

School

Attendance

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

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

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 ESL/ELL students in your classroom. If none, enter "0."

ESL/ELL

Percent

Ministry Traits

Discuss in relation to service in the school and community.

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

Comments

Minnesota Standards of Effective Practice

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 in content area subject matter

- 1
 2
 3
 4
 5

8710.2000.1.2A

Comments

2. helps students engage in inquiry and discovery

- 1
 2
 3
 4
 5

8710.2000.1.2A

Comments

3. utilizes appropriate interaction strategies to engage students in inquiry and discovery

- 1
 2
 3
 4
 5

8710.2000.1.2H

Comments

Standard 2: Student Learning

1. modifies plans/procedures to meet students' needs

1 2 3 4 5

8710.2000.2.3A, 3B, 3G

Comments

2. plans lessons that are developmentally appropriate

1 2 3 4 5

8710.2000.2.3C, 3E

Comments

3. promotes active learning

1 2 3 4 5

8710.2000.2.3F

Comments

4. plans activities/experiences to achieve maximum participation

1 2 3 4 5

8710.2000.2.3G

Comments

Standard 3: Diverse Learners

1. respects each student 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

8710.2000.3.4B, 4E

Comments

3. provides for differences among students

1 2 3 4 5

8710.2000.3.4A, 4K

Comments

4. evidences a belief that all students can learn and succeed.

1 2 3 4 5

8710.2000.3.4I

Comments

5. uses a variety of methods, strategies, media, that are appropriate to students with different needs and abilities

1 2 3 4 5

8710.2000.3.4K, 4L, 4M, 4R

Comments

Standard 4: Instructional Strategies

1. uses appropriate teaching skills

1 2 3 4 5

8710.2000.4.5C, 5F, 5G

Comments

2. teaches lesson concepts logically and sequentially

1 2 3 4 5

8710.2000.4.5C, 5J

Comments

3. utilizes teaching strategies which stimulate all levels of thinking skills

1 2 3 4 5

8710.2000.4.5G

Comments

4. uses a variety of instructional resources to enhance lessons

Comments

1 2 3 4 5

8710.2000.4.5H

5. develop, implement, and evaluate plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources

1 2 3 4 5

8710.2000.4.5L

6. adapts instruction during teaching based on feedback from students

1 2 3 4 5

8710.2000.4.5H

Comments

Comments

Standard 5: Learning Environment

1. shows flexibility in classroom management and instruction to accommodate varying abilities

1 2 3 4 5

8710.2000.5.6L, 6N, 6O, 6K

2. uses teaching procedures that promote student motivation

1 2 3 4 5

8710.2000.5.6.M

3. encourages and models Christian living among the students

1 2 3 4 5

4. uses disciplinary techniques which reflect Christian principles

1 2 3 4 5

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

1 2 3 4 5

8710.2000.5.6E, 6P

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

1 2 3 4 5

8710.2000.5.6L

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

1 2 3 4 5

8710.2000.5.6N

8. manages the entire class while working with smaller groups

1 2 3 4 5

8710.2000.5.6R

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

1 2 3 4 5

8710.2000.5.6Q

10. promotes a learning environment that enables cooperation and respect for other students

1 2 3 4 5

8710.2000.5.6E, 6P

Comments

Comments

Comments

Comments

Comments

Comments

Comments

Comments

Comments

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 students

1 2 3 4 5

8710.2000.6.7J

Comments

3. know effective verbal, nonverbal, and media communication techniques

1 2 3 4 5

8710.2000.6.7D

Comments

4. use effective communication strategies in conveying ideas and information and in asking questions

1 2 3 4 5

8710.2000.6.7H

Comments

Standard 7: Planning Instruction

1. plans to integrate Christian truths into lessons when appropriate

1 2 3 4 5

Comments

2. integrates Christian truths into lessons when appropriate.

1 2 3 4 5

Comments

3. plans and develops lessons that are appropriate for students of varying abilities, learning styles, and types of intelligence

1 2 3 4 5

8710.2000.7.8B, 8C, 8E

Comments

4. plans systematically and carefully

1 2 3 4 5

8710.2000.7.8D

Comments

5. plans to integrate technology into lessons when appropriate

1 2 3 4 5

8710.2000.7.8H

Comments

6. plans to integrate the curriculum when appropriate

1 2 3 4 5

8710.2000.7.8A

Comments

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

1 2 3 4 5

8710.2000.7.8B

Comments

Standard 8: Assessment

1. uses assessment techniques appropriate to content and students

1 2 3 4 5

8710.2000.8.9B, 9E, 9F, 9G, 9H

Comments

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

1 2 3 4 5

8710.2000.8.9J, 9M

Comments

3. uses technological tools to assess student learning

1 2 3 4 5

8710.2000.8.9N

Comments

Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence

1 2 3 4 5

8710.2000.9.10C

Comments

2. is punctual and dependable in attendance

1 2 3 4 5

8710.2000.9.10C

Comments

3. exhibits professional dress and demeanor

1 2 3 4 5

8710.2000.9.10C

Comments

4. is reliable in completing assigned tasks

1 2 3 4 5

8710.2000.9.10C

Comments

5. is well organized and efficient

1 2 3 4 5

8710.2000.9.10C

Comments

6. displays initiative

1 2 3 4 5

8710.2000.9.10C

Comments

7. is able to accept and implement constructive criticism

1 2 3 4 5

8710.2000.9.10I, 10J, 10K

Comments

8. makes appropriate self-evaluations of teaching

1 2 3 4 5

8710.2000.9.10B, 10G, 10H

Comments

9. uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice

1 2 3 4 5

8710.2000.9.10H

Comments

Standard 10: Collaboration, Ethics, and Relationships

1. demonstrates effective oral and written communication with parents/caregivers, co-workers, and the community

1 2 3 4 5

8710.2000.10.11 G, 11 H, 11I, 11K

Comments

2. understands the concept of addressing the needs of the whole learner

1 2 3 4 5

8710.2000.10.11D, 11M

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:

Is this student teacher recommended to teach at this level?

- Yes
- No

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