



**Final Evaluation of Student Teacher by Cooperating Teacher**

Student Teacher's Name \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Dates of Student Teaching \_\_\_\_\_

The Conceptual Framework for the Wheaton Teacher Education Program is ***Preparing Educators Who Teach and Lead for Human Flourishing***. This framework encompasses three major aspects of teaching: (1) embodying justice, (2) making ethical and reasoned decisions, and (3) acting in a Christ-like manner. Please use the following scale to evaluate the teacher candidate at this stage:

- 1 = not acceptable**
- 2 = developing but needs improvement**
- 3 = developing appropriately**
- 4 = outstanding development**
- NA = not applicable or not observed**

Circle the number that best indicates the level at which the

**I. TEACHING FOR JUSTICE**

**A. Diversity**

- 1. Facilitates a learning community in which differences are respected. 1 2 3 4 NA

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- 2. Uses information about students' prior learning, linguistic background, families, cultures, and communities to connect instruction to students' experiences. 1 2 3 4 NA

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- 3. Uses evidence-based instructional strategies and technologies to meet diverse students' needs. 1 2 3 4 NA

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**B. Learning Environment**

- 1. Creates a safe and healthy environment that maximizes student learning. 1 2 3 4 NA

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- 2. Analyzes the classroom environment and makes decisions to enhance social relationships, student motivation, and engagement through mutual respect, cooperation, and support. 1 2 3 4 NA

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- 3. Organizes and manages time, materials, and space to provide active, respectful, and equitable student engagement based on high expectations for each student. 1 2 3 4 NA

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- 4. Engages students and monitors individual and group learning activities that foster motivation to achieve. 1 2 3 4 NA

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## II. MAKING ETHICAL AND REASONED DECISIONS

### A. Content Knowledge

1. Evaluates teaching resources and curriculum materials for rigor and suitability.	1	2	3	4	NA
2. Analyzes differing viewpoints, theories, and “ways of knowing” in teaching concepts.	1	2	3	4	NA
3. Engages students in generating and testing knowledge.	1	2	3	4	NA
4. Designs learning experiences to promote student skill in technology.	1	2	3	4	NA
5. Applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.	1	2	3	4	NA
6. Uses a variety of explanations and representations of concepts.	1	2	3	4	NA

### B. Planning for Instruction

1. Establishes appropriate expectations for student learning.	1	2	3	4	NA
2. Applies principles of scope and sequence in instructional planning.	1	2	3	4	NA
3. Uses data, research, and student response and feedback to guide instruction.	1	2	3	4	NA
4. Accesses a wide range of information and utilizes technologies to enhance student learning.	1	2	3	4	NA

### C. Instructional Delivery

1. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and the revision of practice.	1	2	3	4	NA
2. Monitors and adjusts strategies in response to learner feedback.	1	2	3	4	NA
3. Varies his/her role in the instructional process.	1	2	3	4	NA
4. Uses a wide range of instructional strategies to enhance student learning.	1	2	3	4	NA
5. Facilitates learning experiences that make connections to other content areas and to life experiences.	1	2	3	4	NA

### D. Communication

1. Models accurate, effective communication appropriate to each student when conveying ideas, questioning, and responding.	1	2	3	4	NA
2. Uses a variety of visual and auditory materials based on assessment data, work samples, and observation to improve reading, writing, and oral communication instruction.	1	2	3	4	NA
3. Creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication.	1	2	3	4	NA
4. Communicates and challenges students in a supportive manner which provides constructive feedback.	1	2	3	4	NA
5. Uses a variety of communication modes with a diverse student population.	1	2	3	4	NA

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**E. Assessment**

1. Uses assessment results to diagnose student learning needs and modify instruction.	1	2	3	4	NA
2. Appropriately uses a variety of formal/informal assessments to evaluate individual and group understanding, progress, and performance.	1	2	3	4	NA
3. Explains assessments to students and encourages students to set realistic goals.	1	2	3	4	NA
4. Maintains useful and accurate records of student work and performance to communicate progress to students, parents, and colleagues.	1	2	3	4	NA
5. Uses appropriate technologies to monitor and assess student progress.	1	2	3	4	NA

**III. ACTING RESPONSIBLY**

**A. Collaborative Relationships**

1. Initiates collaboration and co-teaching to enhance student learning.	1	2	3	4	NA
2. Works with colleagues to develop an effective learning climate within the school.	1	2	3	4	NA
3. Understands the importance of developing professional and equitable relationships with parents, guardians, and diverse community members to help promote student learning and well being.	1	2	3	4	NA
4. Makes connections between the curriculum and the community and provides opportunities for career exploration when appropriate.	1	2	3	4	NA

**B. Professionalism, Leadership, and Advocacy**

1. Demonstrates potential to contribute to knowledge and expertise about teaching as a profession.	1	2	3	4	NA
2. Follows codes of professional conduct and current legal directives.	1	2	3	4	NA
3. Uses resources, including digital tools, to promote collaboration including effective co-planning and co-teaching.	1	2	3	4	NA
4. Uses reflective practice to guide and enhance methods of managing and teaching.	1	2	3	4	NA
5. Participates in curriculum and staff development and student organizations as appropriate for a student teacher.	1	2	3	4	NA
6. Acts as an advocate for students.	1	2	3	4	NA

**NOTE: This form is open to candidate inspection and will be placed in the candidate's file.**