

Cooperating Teacher Evaluation of Educator Preparation Program

Teacher Candidate: _____ Student ID: _____ Date: _____

School: _____ Cooperating Teacher: _____ Subject/Grade: _____

The purpose of the Missouri Baptist University's Student Teaching Program is to enable the candidate to implement all of his/her knowledge of the science and art of teaching. The experience should facilitate an effective transition from college student to professional teacher. Using the following performance ratings, indicate the level to which the teacher candidate was prepared to meet each standard.

Quality of Performance:

- 4 = Exceeds Expectations: The candidate was knowledgeable of the standard and consistently applied it to practice.
- 3 = Meets Expectations: The candidate was knowledgeable of the standard and sometimes applied it to practice.
- 2 = Below Expectations: The candidate was knowledgeable of the standard but was unable to apply it to practice.
- 1 = Does Not Meet Expectations: The candidate possessed no knowledge of the standard.

(Please circle **one number** for each)

Standard #1: Content Knowledge Aligned with Appropriate Instruction

	Score			
Demonstrates content knowledge and academic language	4	3	2	1
Demonstrates student engagement in subject matter	4	3	2	1
Utilizes disciplinary research and inquiry methodologies	4	3	2	1
Incorporates interdisciplinary instruction	4	3	2	1
Incorporates knowledge of diverse social and cultural perspectives	4	3	2	1

Comments: _____

Standard #2: Student Learning, Growth and Development

	Score			
Understands cognitive, social, emotional and physical development	4	3	2	1
Uses strategies to enable students to set goals	4	3	2	1
Knows and uses theories of learning	4	3	2	1
Employs differentiated lesson design	4	3	2	1
Identifies prior experiences, learning styles, multiple intelligences, strengths and needs	4	3	2	1
Incorporates language, culture, family and knowledge of community values	4	3	2	1

Comments: _____

Standard #3: Curriculum Implementation

	Score			
Implements the curriculum standards	4	3	2	1
Develops lessons for diverse learners	4	3	2	1
Analyzes instructional goals and determines differentiated instructional strategies	4	3	2	1

Comments: _____

Standard #4: Critical Thinking

	Score			
Incorporates instructional strategies leading to student engagement in problem-solving and critical thinking	4	3	2	1
Appropriate use of instructional resources to enhance student learning	4	3	2	1
Utilizes cooperative, small group, and independent learning	4	3	2	1

Comments: _____

Standard #5: Positive Classroom Environment

	Score			
Employs effective classroom management techniques	4	3	2	1
Manages time, space, transitions and activities	4	3	2	1
Creates a positive classroom, school and community culture	4	3	2	1

Comments: _____

Standard #6: Effective Communication

	Score			
Demonstrates effective verbal and nonverbal communication	4	3	2	1
Exhibits sensitivity to culture, gender, intellectual and physical differences	4	3	2	1
Encourages learner expression in speaking, writing and other media	4	3	2	1
Incorporates technology and media communication tools	4	3	2	1

Comments: _____

Standard #7: Student Assessment and Data Analysis

	Score			
Uses assessments effectively	4	3	2	1
Analyzes assessment data to improve learning	4	3	2	1
Encourages student-led assessment strategies	4	3	2	1
Analyzes the effect of instruction on individual/class learning	4	3	2	1
Communicates student progress and maintains records	4	3	2	1
Collaborates for effective data analysis	4	3	2	1

Comments: _____

Standard #8: Professionalism

	Score			
Uses self-assessment to improve performance	4	3	2	1
Participates in professional learning	4	3	2	1
Has knowledge of professional rights, responsibilities, and ethical practices	4	3	2	1

Comments: _____

Standard #9: Professional Collaboration

	Score			
Participates in collegial activities	4	3	2	1
Collaborates to meet student needs	4	3	2	1
Participates in cooperative partnerships in support of student learning	4	3	2	1

Comments: _____

In which areas do you feel this student teacher was best prepared?

Please describe a specific example of how the pre-service teacher helped to improve the learning of an individual student, small group of students, or the entire class of students.

Please comment on any characteristic(s) of our teacher education program that could be revised for greater effectiveness.

How many times did the university supervisor visit you and the student teacher jointly? _____

How many times did the university supervisor visit you and the student teacher individually? _____

Please circle the number which you believe best describes the quality of performance of the University Supervisor:

4=The University Supervisor consistently. . .

3=The University Supervisor sometimes. . .

2=The University Supervisor rarely. . .

1=The University Supervisor never. . .

- | | | | | |
|---|-----|----|---|---|
| 1. Communicated his/her expectations for student teaching and explained them compatibly with expectations of the MBU School of Education. | 4 | 3 | 2 | 1 |
| 2. Set a good example as a professional. | 4 | 3 | 2 | 1 |
| 3. Contributed positively to the student teaching experience. | 4 | 3 | 2 | 1 |
| 4. Provided relevant and useful feedback to me and the student teacher. | 4 | 3 | 2 | 1 |
| 5. Maintained an attitude of encouragement and showed interest in my student teacher's progress. | 4 | 3 | 2 | 1 |
| 6. Encouraged ongoing communication between me, my student teacher, and him/her. | 4 | 3 | 2 | 1 |
| 7. Made himself/herself available when needed. | 4 | 3 | 2 | 1 |
| 8. Addressed any issues and engaged the Director of Field Experiences and/or Dean of the School of Education as needed. | 4 | 3 | 2 | 1 |
| 9. I would be interested in hosting another MBU student teacher. | Yes | No | | |

Additional Comments:

In order to document information concerning the culturally responsive practices of our pre-service teacher candidates, the School of Teacher Education appreciates your feedback regarding the diversity of your classroom student population. If there are no students to report in a category, please indicate this by entering a 0. If you are unsure, you may leave the question blank.

Please indicate the number of students in your classroom(s) for each category below.

- | | |
|---|--|
| _____ Total number of students | _____ White |
| _____ Hispanic of Any Race | _____ Female |
| _____ American Indian or Alaskan Native | _____ Male |
| _____ Asian | _____ English language learners (ELL) |
| _____ Black or African American | Students with exceptionalities: IEP's _____ Physical Needs _____ |
| _____ Native Hawaiian or Other Pacific Islander | _____ Gifted |
| _____ 2 or More Races | _____ School % of students on free or reduced lunch program |

The following information is requested for reports the University provides to the Missouri Department of Elementary and Secondary Education and other accrediting agencies:

- Number of years you have been teaching at this school: _____
- Total # of years you have taught as a certified professional (all schools combined): _____
- Area of MO Certification: _____
- Highest Degree Earned: Bachelor's Master's Specialist Doctorate

You are not required to answer the question below; however, your response is appreciated.

- Ethnicity:
 Hispanic of Any Race American Indian or Alaskan Native Asian Black or African American
 Native Hawaiian or Other Pacific Islander 2 or More Races White

Please indicate where you would like your stipend to be mailed:

Name: _____

Address: _____

Cooperating Teacher's Signature _____ Date _____