

Student Teaching Appraisal Form
School of Education
Concordia University Wisconsin

Revised: July 2016

Student: _____ School: _____

Cooperating Teacher: _____

Grade/Subject: _____ City: _____ State: _____

University Supervisor: _____ Start Date: _____ End Date: _____

Placement: 1st 2nd 3rd Evaluation: Midterm Final

Evaluator's Name: _____ Today's Date: _____

DIRECTIONS: Please check the box to show the level of performance which in your judgment best describes the student teacher. Refer to the behavioral descriptions, suggested as representative evidence for each rating level.

PERFORMANCE CATEGORIES

PERFORMANCE LEVELS

Adapted from the Wisconsin Department of Public Instruction's Standards for Teacher Development and Licensure	Minimal		Emerging		Proficient		Advanced	
1. Subject Matter Competency								
2. Student Growth and Development								
3. Knowledge of Diverse Learners								
4. Instructional Strategies								
5. Classroom Management								
6. Communication Techniques								
7. Instructional Planning								
8. Assessment Strategies								
9. Reflective Practitioner								
10. Positive Relationships								
11. Character/Faith Development for all Candidates								

SUMMARY STATEMENT: Describe and evaluate the student teacher's strengths and challenges as well as his/her overall growth pattern during the professional experience. (One may use school letterhead stationery, a word processor, or the space below to produce this summary statement.)

ATTENDANCE PATTERN: Please note the student teacher's pattern of punctuality, absenteeism, or health problems if appropriate.

ADDITIONAL COMMENTS:

By checking this box I verify that the above information is accurate and true.

Name: _____ Date: _____

1. Subject Matter Competency: The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of the subject matter meaningful for the students. (Content Knowledge)

- Minimal: Subject matter competence very inadequate; commonly conveys misinformation and is unable to add to pupil's subject matter understanding.
- Emerging: Limited background in assigned area(s); minimal effort made to upgrade subject matter competence; seldom extends subject matter beyond that in textbook.
- Proficient: Content background sufficient to handle subject matter taught at this grade level; researches areas when needed.
- Advanced: Exceptional background in subject matter; seeks and uses supplementary information often.

2. Student Growth and Development: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. (Human Relations, Pedagogical Knowledge)

- Minimal: Teaching style fails to elicit student response or interest; application of pedagogical theory toward effective instruction apparently not understood or appreciated.
- Emerging: Ability to incorporate developmentally appropriate learning opportunities fluctuates from day to day; understanding of child development seems adequate, but its full potential for the classroom is not often realized.
- Proficient: Usually demonstrates sound understanding of developmental theory; consistently provides learning opportunities, some of which are quite innovative.
- Advanced: Creates a classroom atmosphere rich with opportunities for intellectual, social, and personal development; uses many unique and original ideas to involve pupils.

3. Knowledge of Diverse Learners: The teacher understands how students differ in approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Human Relations, Pedagogical Knowledge)

- Minimal: Appears unable to recognize or respond to the needs of students; tends to be disinterested and insensitive to children's ethnic backgrounds, cultural lifestyles, value systems, and/or learning styles.
- Emerging: Has difficulty establishing productive instructional opportunities for all students; seems to recognize pupils' needs and interests, but lesson plans and instructional strategies tend to be formal and inflexible.
- Proficient: Responds to the varied needs and backgrounds of students; incorporates knowledge of diverse learners into instructional planning and strategies.
- Advanced: Anticipates students' needs and interests; skilled and innovative with instructional approaches; avoids stereotypes, injustice, and discrimination; teaches and models justice, acceptance, and inclusiveness.

4. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

- Minimal: Presentations tend to be aimless, disoriented, and repetitive; the students are frequently confused and/ or disinterested.
- Emerging: Lessons have some design and direction, but explaining behavior lacks clarity. Lessons lack a variety of instructional strategies and at times do not engage students' interest or encourage student development.
- Proficient: Integrates a variety of instructional strategies with appropriate sequence of instruction and often encourages higher level thinking skills. Students demonstrate interest and understanding. Goals and objectives are at times only implied.
- Advanced: Excellent range of instructional strategies complements goals and objectives; lessons usually effectively encourage students' thinking, problem solving and performance skills; goals and objectives are usually clearly communicated to students.

5. Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment and encourages positive social interaction, active engagement in learning and self-motivation. (Teaching Practice, Human Relations)

- Minimal: Learning environment is often disrupted by overreaction and inconsistent management strategies. Classroom climate is seriously undermined by student off-task behavior, lack of interest and motivation.
- Emerging: Has difficulty maintaining a positive classroom climate. Normally responds to classroom management problems but occasionally overlooks them; often relies on controlling discipline techniques.
- Proficient: Classroom climate positive; most students are on task and interacting effectively; capable of handling most classroom disruptions; guidelines for classroom behavior generally well developed and accepted by students. Discipline techniques used only as a last resort.
- Advanced: Maintains positive classroom environment with entire class usually engaged; anticipates misbehavior and focuses on the development of conflict resolution skills and student self-regulation. Ground rules and expectations are simple and clearly communicated to all. Manages classroom situations fairly and consistently.

6. Communication Techniques: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom. (Communication skills, Teaching Practice)

- Minimal: Needs to make considerable improvement in speaking and writing; students rarely understand how to complete assignments; makes frequent errors in spelling, writing, pronunciation and speaking; does not perceive importance of questioning as an instructional technique.
- Emerging: Students usually understand directions, but some are still unclear and presented in a confusing manner; experiences some difficulty in using a variety of effective

communication techniques; occasionally uses non-standard English and less than professional communication techniques; able to identify some student errors in speaking and writing.

Proficient: Tends to rely on transmitting key ideas verbally although other means used occasionally; able to speak and write English appropriately; integrates questioning strategies with instruction; students' oral and written progress regularly monitored.

Advanced: Is able to convey ideas clearly and succinctly in written and/ or symbolic form; integrates excellent questions and provides an outstanding model of oral and written expression; stresses the importance of speaking and writing effectively by monitoring and encouraging students in all of their communication activities.

7. Instructional Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals. (Content Knowledge, Pedagogical Knowledge)

Minimal: Lesson plans and units are often late (or non-existent) and usually require major revisions; subject matter is vague or confusing; attention to learner characteristics and curricular goals ignored.

Emerging: Plans are usually prepared on time; some thought given to subject matter, objectives, and instructional procedures; procedural emphasis on teacher behavior, not pupil involvement.

Proficient: Plans are prepared regularly; subject matter is clear and supported with varied techniques and materials; instructional procedures are designed to include most pupils and show an awareness of learner characteristics and curriculum goals.

Advanced: Planning is done well in advance and is consistently varied and creative; subject matter is well researched with provisions for individual and/or group differences; broader curriculum goals and techniques for pupil engagement are clearly incorporated.

8. Assessment Strategies: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil. (Content Knowledge, Pedagogical Knowledge)

Minimal: Fails to perceive any relationship between the evaluation of pupil progress and instructional procedures; pupil progress is seldom mentioned.

Emerging: Primarily relies on evaluation techniques of cooperating teacher; makes little use of alternative evaluation techniques; pupil progress usually discussed briefly in general terms.

Proficient: Consistently evaluates pupils' progress in terms of general goals; often alters instruction when warranted; provides systematic feedback (formal and informal) to pupils individually and as a group.

Advanced: Uses various formal and informal evaluation techniques on a continuous basis to determine pupil progress toward general goals and specific objectives; keeps pupils informed of their progress; adjusts instructional procedures accordingly; encourages self-evaluation by pupils.

9. Reflective Practitioner: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- Minimal: Appears unable to analyze or to reflect upon personal performance; assumes personal performance is good although evidence is to the contrary; is unaware that personal teaching style may have a negative effect on pupils at this grade level.
- Emerging: Progress on overcoming weaknesses in personal performance is slow but emerging; discusses quality of personal performance but in general, vague terms; tends to either overestimate strengths or underestimate weaknesses; basically relies on one style of teaching with/and minimal experimentation with different planning, strategies, techniques, materials, and assessment.
- Proficient: Recognizes strengths and weaknesses of personal performance and describes them with accuracy; continually working on developing and upgrading areas of weakness; shows willingness to use more than one style of teaching.
- Advanced: Eager to identify and committed to improving both strengths and weaknesses of personal performance; systematically plans on how weaknesses in personal performance can be turned into strengths; analyzes and integrates a variety of instructional materials, methods, and techniques to strengthen teaching style.

10. Positive Relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness, and in an ethical manner. (Human Relations, Professional Dispositions, Communication Skills)

- Minimal: Spends as little time as possible with faculty and at school; often ignores policies of cooperating teacher and college supervisor; tends to be immobile, expressionless, and communicates with a limited number of students; reaction of class is passive and impatient.
- Emerging: Needs reminders from supervisors before acting upon their recommendation; student involvement is often diminished due to limited engagement enacted by the student teacher; generally attends school and professional activities and meetings when expected.
- Proficient: Is regularly involved in school, professional, and community affairs; conveys interest in students and content; students appear interested and cooperative; usually is successful in implementing the guidelines and suggestions of the school, university, and/or supervisor.
- Advanced: Readily assumes professional responsibilities expected of faculty members for school, professional, and community related activities; drive and vitality communicate interest toward students and teaching assignment; instinctively understands and implements suggestions of cooperating teacher and college supervisor.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service. Lutheran teachers adhere to the doctrine and teaching of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

- Minimal:** All candidates - unable to independently complete tasks satisfactorily; continually places blame on others rather than accepting responsibility; is not forthcoming; behaves in an unprofessional or immoral manner within the school environment.
In Christian schools - provides little or no evidence of faith integration throughout curriculum or classroom management.
- Emerging:** All candidates - routine responsibilities are sometimes handled haphazardly or overlooked; sometimes acts in an unprofessional manner.
In Christian schools - periodically makes statements or choices that do reflect faith integration and adhere to the doctrine and teaching of the school (in LCMS placements - doctrine of the LCMS.)
- Proficient:** All candidates - handles problems independently and with sound judgment; requires minimal supervision in completing routine responsibilities; rarely demonstrates a failure of character; is trustworthy and dependable.
In Christian schools - consistently demonstrates a faith consistent with the doctrine and teachings of the school (in LCMS placements - doctrine of the LCMS.)
- Advanced:** All candidates - constantly uses mature judgment in seeking viable solutions to problems; demonstrates ability to handle the whole gamut of professional responsibilities and burdens; embodies high moral and ethical standards and behavior
In Christian schools - role model of a demonstrative faith; exemplifies the mission of the school.

To be completed for student teaching placements in Lutheran or Christian schools.

Please describe and summarize the student's observable performance in the following areas:

- I. Student's interest in, understanding of, and philosophy of Christian education.**
- II. Student's application of Christian teachings to pertinent situations in the curriculum.**
- III. Student's involvement in the parish program.**
- IV. Student's personal exemplification of Christian faith.**

Cooperating Teacher: _____ Date: _____