Student Teacher Candidate Evaluation Form
Northwestern University – 2003 - 2004

Teacher Candidate _____ Date _____
Evaluator_____
E-mail _____

School _____
Grade Level and Subject or Course_____

(Check one below) School mentor _____ Northwestern Supervisor _____

(Check one below)

_____Midterm Evaluation - DUE ON OR BEFORE February 11, 2004

_____Final Evaluation - DUE ON OR BEFORE March 17, 2004

Note that your student teacher cannot receive a grade for student teaching until both the Midterm and the Final Evaluation are turned in to our Office.

Please sign the form and return it to the Office of School/Research Partnerships: 847 467-2495 (fax) or e-mail: l-crafton@northwestern.edu, or mail: Dr. Linda Crafton 2120 Campus Drive, Evanston, IL 60208.

Please assess the candidate's performance in the following areas, using the key below. Please add comments as you feel appropriate. Please also feel free to attach more extensive notes, suggestions, recommendations to this form before returning. You will see that the items are consistent with the INTASC standards for teachers in the state of Illinois (noted in parentheses) and Northwestern University's Conceptual Framework for Teacher Education (noted as "CF"). We hope that you will use this instrument as a tool for discussion and meaningful feedback with the candidate when appropriate.

3 = Progress Exceeds Expectations.
2 = Adequate Progress.
1 = Addressed, but Inadequate Progress.
0 = Not addressed yet/Don't know.
(Numerical values do not equate to letter grades for student teaching.)

Content Knowledge (IPTS 1)

3 2 1 0 1. Communicates accurate, current content clearly and sequentially.
3 2 1 0 2. Implements successfully a variety of appropriate strategies, approaches to materials and learning activities.
3 2 1 0 3. Illuminates/elaborates key concepts/skills and monitors students' understanding through effective questioning techniques.
3 2 1 0 4. Connects content to student life experience when appropriate. (CF2b)
3 2 1 0 5. Utilizes interdisciplinary teaching when appropriate. (CF2b)
3 2 1 0 6. Exhibits depth of understanding in subject matter.
3 2 1 0 7. Designs class sessions that engage students' interests. (CF 2b)

Comments:

Using Knowledge of Development to Plan and Deliver Instruction (IPTS 4, 6)

3 2 1 0 8. Designs class sessions and assignments that have implications in the real world beyond the classroom. (CF 2b)
3 2 1 0 9. Demonstrates an understanding of human development by providing developmentally appropriate lessons.
3 2 1 0 10. Provides effective motivation to actively involve students.
3 2 1 0 11. Provides instructional activities that meet the instructional objectives utilizing the appropriate time.
3 2 1 0 12. Encourages collaboration learning and plans for students to work together. (CF 2a)
3 2 1 0 13. Demonstrates an understanding that theory and practice are interdependent: theory suggests questions and ideas; practice suggests modifications of theory. (CF 2d)
3 2 1 0 14. Uses field experience to reflect upon teaching and learning (CF 2d).

Comments:

Diversity (IPTS)

3 2 1 0 15. Uses teaching strategies promoting cultural/ethnic/academic/gender, and disabilities inclusiveness. (CF 2c)
3 2 1 0 16. Demonstrates flexibility in adapting instruction required by student performances, special needs, and/or changing conditions. (CF 2c)
3 2 1 0 17. Exhibits willingness to help students with individual needs and challenges. (CF 2c)

Comments:

Communication/Interpersonal (IPTS 7)

3 2 1 0 18. Demonstrates acceptable professional oral and written expression.
3 2 1 0 19. Exhibits poise, self-confidence, and self-control when teaching.
3 2 1 0 20. Communicates content effectively through clear directions, procedures, and explanations.

Comments:

Learning Environment & Classroom Management (IPTS 5)

3 2 1 0 21. Seeks active involvement of students throughout learning activities.
3 2 1 0 22. Monitors students' behavior and on-task performance throughout the lesson.
3 2 1 0 23. Promotes on-task behavior by use of nonverbal techniques (i.e., scanning, circulating, eye contact, and proximity control).
3 2 1 0 24. Utilizes effective action for addressing inappropriate student behavior.

Comments:

Assessment (IPTS 8)

3 2 1 0 25. Utilizes informal assessment techniques to evaluate academic performance of students.
3 2 1 0 26. Helps students become aware of their strengths and growth needs by involving them in self-assessment activities.
3 2 1 0 27. Assessment tools are appropriate in depth and difficulty. Directions are clear.
3 2 1 0 28. Engages in systematic inquiry/reflection about teaching and learning (CF 2e).
3 2 1 0 29. Invites reflection and questioning in students (CF 2e).
Comments:

Leadership/Professionalism (IPTS 9, 10, 11)

3 2 1 0 30. Exhibits a positive attitude toward the teaching profession. (INTASC 9)
3 2 1 0 31. Uses reflection and research as a means of improving teaching practice. (CF e)
3 2 1 0 32. Demonstrates enthusiasm for teaching and working with others. (INTASC 9)
3 2 1 0 33. Exhibits appropriate attitudes when interacting with parents, other teachers, and administrators. (INTASC 9)
Comments:

Language Arts (IPTS 1, 2, 3)

3 2 1 0 34. Demonstrates knowledge of strategies for conducting effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing.
3 2 1 0 35. Demonstrates understanding of the process of second-language acquisition and strategies to support the learning of students whose first language is not English.
3 2 1 0 36. Uses effective literary techniques that activate prior student knowledge and build schema to enhance comprehension of text, and that make reading and writing purposeful and meaningful.
3 2 1 0 37. Understands the social, intellectual, and political implications of language use and how they influence meaning.

Signature of person completing this feedback/evaluation form:

_____

Thank you!

Any additional comments would be greatly appreciated.

Northwestern Program Assessment (We would greatly appreciate your analysis of our program as we continue to reflect on teacher education, school needs, and our prospective teacher candidates.)

_____ **Yes** _____ **No** 38. Based on my experience with **this candidate**, Northwestern prepares prospective teachers with respect to subject matter.

_____ **Yes** _____ **No** 39. Based on my experience in general, prospective teachers with respect to subject matter.

_____ **Yes** _____ **No** 40. Based on my experience with **this candidate**, Northwestern prepares prospective teachers with respect to lesson planning and presentation.

_____ **Yes** _____ **No** 41. Based on my experience in general, Northwestern prepares prospective teachers with respect to lesson planning and presentation.

_____ **Yes** _____ **No** 42. Based on my experience with **this candidate**, Northwestern prepares prospective teachers with respect to classroom management.

_____ **Yes** _____ **No** 43. Based on my experience in general, Northwestern prepares prospective teachers with respect to classroom management.

_____ **Yes** _____ **No** 44. Based on my experience with **this candidate**, Northwestern prepares prospective teachers with respect to assessment.

_____ **Yes** _____ **No** 45. Based on my experience in general, Northwestern prepares prospective teachers with respect to assessment.

_____**Yes** _____ **No** 46. Based on my experience with **this candidate,** Northwestern prepares prospective teachers to reflect on their own teaching.

_____ **Yes**_____ **No** 47. Based on my experience in general, Northwestern prepares prospective teachers to be reflective practitioners.

Comments and Suggestions for Northwestern's Teacher Education Program:

Comments regarding this Evaluation Form for Student Teachers:

Signature of person completing this feedback/evaluation form:

_____

Thank you!