



EDUCATION DEPARTMENT

FINAL STUDENT TEACHER EVALUATION  
CIRCLE ONE: SUPERVISING TEACHER, UNIVERSITY SUPERVISOR, SELF

Student Teacher: \_\_\_\_\_  
University Supervisor: \_\_\_\_\_  
Supervising Teacher: \_\_\_\_\_

INSTRUCTIONS

- Rate the student teacher according to the scale provided for each performance standard.
- Ratings and comments for each standard should be **based upon AVERAGE performance** during the student teaching assignment rather than any one specific event.
- Ratings and comments should be further supported by evidence collected **by the student teacher** in her/his professional e-portfolio (e.g. lesson plans, unit plans, observations, samples of student work, assessments, classroom management plan, phone logs, letters to parents, etc.).

**Supervising Teacher:** Complete this evaluation during the final week of the student teaching assignment and submit to the University Supervisor.

**University Supervisor:** Complete this evaluation during the final week of the student teaching assignment before reviewing the Supervising Teacher's Final Evaluation.

**Student Teacher:** Complete this evaluation for personal reflection during the sixth week of the student teaching assignment and submit to the University Supervisor.

RATING SCALE

**NI –** The student teacher does not yet appear to understand the concepts underlying the component and performance and is below licensing standards for beginning teachers.

**Needs Improvement**  
(numerical value=1) Performance at the Needs Improvement level represents areas of first priority for development and coaching.

**D – Developing**  
(numerical value=2) The student teacher appears to understand the concepts underlying the component and attempts to implement its elements, but implementation is sporadic, intermittent, or otherwise not entirely successful. Performance at the Developing level is characteristic of student teachers or teachers new to the profession and is considered minimally competent for beginning teachers.

**P – Proficient:**  
(numerical value=3) The student teacher clearly understands the concepts underlying the component and usually implements the component well for a beginning teacher. Performance at the Proficient level indicates the student teacher **frequently** exceeds expectations of minimal competency for beginning teachers.

**E – Exemplary:**  
(numerical value=4) The student teacher clearly understands the concepts underlying the component and consistently implements the component well for a beginning teacher. Performance at the Exemplary level indicates the student teacher **consistently** exceeds expectations of minimal competency for beginning teachers.

*Hollins University expects student teachers completing its program to perform at a minimum level of Basic for beginning teachers and grades will be assigned accordingly: Unacceptable(1) = Failing, Developing/Needs Improvement(2) = C range, Proficient (3) = B range, Exemplary(4) = A range.*

**INTASC STANDARD 1: LEARNER DEVELOPMENT**

The student teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Uses individual and group performance data to make instructional decisions and help students set appropriate learning goals.	NI	D	P	E
Creates developmentally appropriate instruction based on progress data.	NI	D	P	E
Obtains multiple measures of student growth to determine when to use appropriate differentiated instructional strategies.	NI	D	P	E
Demonstrates an understanding of how learners build knowledge and skills and applies that knowledge in developing relevant and challenging instructional strategies.	NI	D	P	E
<b>AVERAGE</b> rating in this category	NI	D	P	E

**Comments:**

**INTASC STANDARD 2: LEARNING DIFFERENCES**

The student teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	NI	D	P	E
Modifies instruction to make language comprehensible and instruction relevant, accessible, and challenging.	NI	D	P	E
Creates opportunities for students to demonstrate their learning in different ways.	NI	D	P	E
Recognizes students with exceptional needs (disabilities as well as giftedness) and knows how to address these needs.	NI	D	P	E
Incorporate learners' experiences, cultures, and community resources into instruction.	NI	D	P	E
<b>AVERAGE</b> rating in this category	NI	D	P	E

**Comments:**

**INTASC STANDARD 3: LEARNING ENVIRONMENTS**

The student teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.	NI	D	P	E
Maintains learners' attention through motivational techniques such as connecting to student interests, varying instructional methods, setting high expectations, and personalizing instruction.	NI	D	P	E
Communicates verbally and nonverbally a climate of trust and teamwork by being fair, caring, respectful, enthusiastic, and an active listener.	NI	D	P	E
Models respect for diversity through effective communication and integration of diverse cultures and perspectives into the curriculum.	NI	D	P	E
Maximizes instructional learning time by circulating and checking for understanding with students individually as well as in small groups and whole groups.	NI	D	P	E
Develops experiences that involve learners in collaborative, project-based, and self-directed learning.	NI	D	P	E
<b>AVERAGE</b> rating in this category	NI	D	P	E

**Comments:**

<b>INTASC STANDARD 4: CONTENT KNOWLEDGE</b>				
The student teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.				
Has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches and identifies common misconceptions particular to the unit of study.	NI	D	P	E
Links content with past and future learning experiences, other subject areas, and real-world experiences and applications.	NI	D	P	E
Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	NI	D	P	E
Effectively uses multiple representations and explanations that capture key ideas in the discipline.	NI	D	P	E
Creates opportunities for students to learn, practice, and master academic language in their content.	NI	D	P	E
Engages learners to question and to analyze ideas from diverse perspectives to reach higher levels of learning.	NI	D	P	E
<b>AVERAGE</b> rating in this category.	NI	D	P	E
<b>Comments:</b>				
<b>INTASC STANDARD 5: APPLICATION OF CONTENT</b>				
The student teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				
Integrates key content and facilitates students' use of higher level thinking skills in instruction.	NI	D	P	E
Implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills.	NI	D	P	E
Develops learners' perspective and communication skills by targeting information to different audiences and purposes.	NI	D	P	E
Engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	NI	D	P	E
Uses digital and interactive technologies efficiently and effectively to achieve specific learning goals.	NI	D	P	E
<b>AVERAGE</b> rating in this category	NI	D	P	E
<b>Comments:</b>				
<b>INTASC STANDARD 6: ASSESSMENT</b>				
The student teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.				
Understands the differences between formative and summative assessments and uses both forms to support, verify, and document learning.	NI	D	P	E
Provides students with effective descriptive feedback to guide their progress.	NI	D	P	E
Provides learners with multiple ways of demonstrating knowledge and skill as part of the assessment process.	NI	D	P	E
Prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions.	NI	D	P	E
Knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	NI	D	P	E

Aligns assessments with established curriculum standards and benchmarks.	NI	D	P	E
Engages learners in analyzing their own achievement and helps them set goals for their own learning.	NI	D	P	E
<b>AVERAGE</b> rating in this category	NI	D	P	E
<b>Comments:</b>				
<b>INTASC STANDARD 7: PLANNING FOR INSTRUCTION</b>				
The student teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				
Works individually and collaboratively to align lesson objectives to the school's curriculum and student learning needs	NI	D	P	E
Plans and paces curricula effectively to achieve diverse students' learning goals.	NI	D	P	E
Applies technological, pedagogical, and content knowledge to plan engaging and authentic differentiated instruction.	NI	D	P	E
Uses formative and summative assessment data to guide and adjust instruction and planning.	NI	D	P	E
Develops appropriate long- and short-range plans and adapts plans to meet individual students' needs and to enhance learning.	NI	D	P	E
Scaffolds learners' development of new knowledge by connecting it to prior learner knowledge and learner interests.	NI	D	P	E
<b>AVERAGE</b> rating in this category	NI	D	P	E
<b>Comments:</b>				
<b>INTASC STANDARD 8: INSTRUCTIONAL STRATEGIES</b>				
The student teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.				
Varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to content and the needs of the learners.	NI	D	P	E
Asks questions to stimulate discussion that serves different purposes (e.g. probing for understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners question).	NI	D	P	E
Builds upon students' existing knowledge and skills to differentiate instruction for diverse learners.	NI	D	P	E
Engages students in active learning and in the development of critical, creative, and collaborative thinking in solving real-world problems using interdisciplinary themes.	NI	D	P	E
Reinforces learning goals consistently throughout lessons through assessments, activities, and teaching methods.	NI	D	P	E
Uses a variety of instructional strategies and resources to assess and to reach all learners.	NI	D	P	E
Evaluates the effectiveness, quality, and accuracy of instructional technology resources to enhance student content knowledge and skill development in digital literacy.	NI	D	P	E
<b>AVERAGE</b> rating in this category.	NI	D	P	E
<b>Comments:</b>				

**INTASC STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE**

The student teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Participates in professional growth opportunities aimed at personal, student, and school enhancement.	NI	D	P	E
Uses data from a variety of sources within and outside the school to analyze and reflect on instructional practice and its impact on student outcomes.	NI	D	P	E
Creates relevant learning experiences for a diverse range of students using knowledge of cultural, ethnic, gender, and learning differences.	NI	D	P	E
Advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media.	NI	D	P	E
Demonstrates consistent mastery of standard oral and written English in all communication	NI	D	P	E
<b>AVERAGE</b> rating in this category	NI	D	P	E
<b>Comments:</b>				

**INTASC STANDARD 10: LEADERSHIP AND COLLABORATION**

The student teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Collaborates and communicates effectively within the school community to promote students' well-being and success.	NI	D	P	E
Builds positive and professional relationships with parents/guardians through frequent and effective communication to set expectations and support learner development and achievement.	NI	D	P	E
Demonstrates leadership by taking initiative to actively participate in and contribute to the broader school community.	NI	D	P	E
Works skillfully in a collegial and collaborative manner with administrators, other school personnel, and the community to enhance student learning and well-being.	NI	D	P	E
<b>AVERAGE</b> rating in this category	NI	D	P	E
<b>Comments:</b>				

**Please comment on this student teacher's *potential* to become an effective teacher, highlighting specific areas of strength and specific areas for continuing development (Attach a separate sheet, if necessary):**

**I have reviewed the content of this evaluation with my student teacher and provided the student with a copy for his/her records.**

\_\_\_\_\_  
(Signature of Student Teacher)

\_\_\_\_\_  
(Signature of Supervising Teacher or University Supervisor)