

Student Teaching Evaluation Process

Effective teaching is the goal of the evaluation process. The evaluation process is comprised of self-evaluation by the student teacher and formal and informal evaluations by the cooperating teacher and the university supervisor. Evaluation is an on-going process with formative evaluations conducted by the cooperating teacher and university supervisor throughout each assignment. At the end of the student teaching experience, summative evaluations are completed by both the cooperating teacher and the university supervisor.

APSU uses the State of Tennessee's General Education Evaluation as its guide for student teaching evaluation. These same domains and indicators make up the primary criteria for evaluation of the student teacher. Evaluations include:

Cooperating Teacher Evaluations

- Daily Informal Feedback on Performance
- Formative Evaluations at 2/3 and 5/6 weeks
- One formative evaluation based on observation of teaching
- Summative Evaluation

University Supervisor Evaluations

- Three formative evaluations
- Portfolio Evaluation
- Summative Evaluation

Director of School-Based Teaching

- Portfolio Evaluation
- Overall Performance in Student Teaching

School Principal

- Evaluation of Teaching (optional)

APSU School of Education Clinical Teaching Evaluation

- I. **CONTENT KNOWLEDGE-Standard 7**
 - A. Demonstrates a broad general understanding of the major concepts of the discipline being taught.
- II. **PLANNING-Standards-2 & 4**
 - A. Establishes appropriate instructional goals and objectives
 - B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals
 - C. Plans instructional opportunities that are adapted to diverse students
- III. **TEACHING STRATEGIES-Standard 2**
 - D. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful
 - E. Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills
 - F. Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning
- IV. **ASSESSMENT & EVALUATION-Standard 3**
 - G. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions
 - H. Communicates student status and progress to students, their parents, and appropriate others
 - I. Reflects on teaching practice by evaluating continually the effects of instruction
 - J. Evaluates student performance and determines the amount of progress
- V. **LEARNING ENVIRONMENT-Standard 5**
 - K. Creates a learning climate that supports the development of student abilities
 - L. Manages classroom resources effectively
- VI. **PROFESSIONAL GROWTH-Standard 1**
 - M. Collaborates with colleagues and appropriate others
 - N. Engages in professional development
 - O. Performs professional responsibilities efficiently
- VII. **COMMUNICATION-Standards 1 & 6**
 - P. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others
 - Q. Writes clearly and correctly